The Education Digest

25 CENTS A COPY, $2 A YEAR PUBLISHED AT ANN ARBOR, MICHIGAN

CONTENTS

A Parent Speaks Out . . . . . *Progressive Education* 1

The Role of Health and Physical Education in National Defense *Journal of Health and Physical Education* 5

Enriching the Small High School Curriculum . . *Occupations* 8

Vitalizing Economic Education . . . . . *Social Education* 11

Cooperative Administration . . . . . *Educational Method* 14

High School Archeologists . . . . . *School Review* 17

Our Guest Children from Europe . . . . . *School Life* 20

Cooperation in Counseling . . *Journal of Higher Education* 22

How School and Church Cooperate in Youth Guidance *American Citizen* 25

The Place of Evaluation in Modern Education *Elementary School Journal* 29

Vocational Preparation in a Rural High School *Teachers College Record* 31

Where Stands Your School? . *Learning the Ways of Democracy* 33

It'll Come in Handy Some Day! . . . . *Clearing House* 41

Omaha Applies Democracy . . . . . *Nation's Schools* 44

The Defense Training Program . . . . . *School Life* 47

Vocational Training under the Fair Labor Standards Act *A. V. A. Journal* 50

Adventures in Environment . . . . . *Instructor* 52

The Teaching Problems of 1075 Teachers *Journal of Experimental Education* 55

Educational News 59

Volume VI November, 1940 Number 3

EDITORIAL ADVISORY BOARD

EDNA DEAN BAKER
President,
The National College of Education

BOYD H. BODE
Professor of Education,
The Ohio State University

WILLIAM G. CARR
Associate Secretary,
The National Education Association

JAMES B. EDMONSON
Dean, School of Education,
University of Michigan

C. B. GLENN
Superintendent of Schools,
Birmingham, Alabama

E. D. GRIZZELL
Professor of Secondary Education,
The University of Pennsylvania

SIDNEY B. HALL
Superintendent of Public Instruction,
The Commonwealth of Virginia

HELEN HEFFERNAN
Chief, Div. of Elementary Education,
California State Dept. of Education

WILLIAM H. KILPATRICK
Professor Emeritus of Education,
Teachers College, Columbia University

LEONARD V. KOOS
Professor of Secondary Education,
University of Chicago

EDWIN A. LEE
Dean, School of Education,
University of California at Los Angeles

MARVIN S. PITTMAN
President,
Georgia Teachers College

ALBERT M. SHAW
Teacher, Robert L. Stevenson Junior
High School, Los Angeles, California

HENRY LESTER SMITH
Dean, School of Education,
Indiana University

A. L. THRELKELD
Superintendent of Schools,
Montclair, New Jersey

CARLETON WASHBURNE
Superintendent of Schools,
Winnetka, Illinois

EDITOR

LAWRENCE W. PRAKKEN

Subscription price, $2.00 a year
(Canadian and Foreign, $3.00)
Single copies 25 cents each
Published monthly, September through May

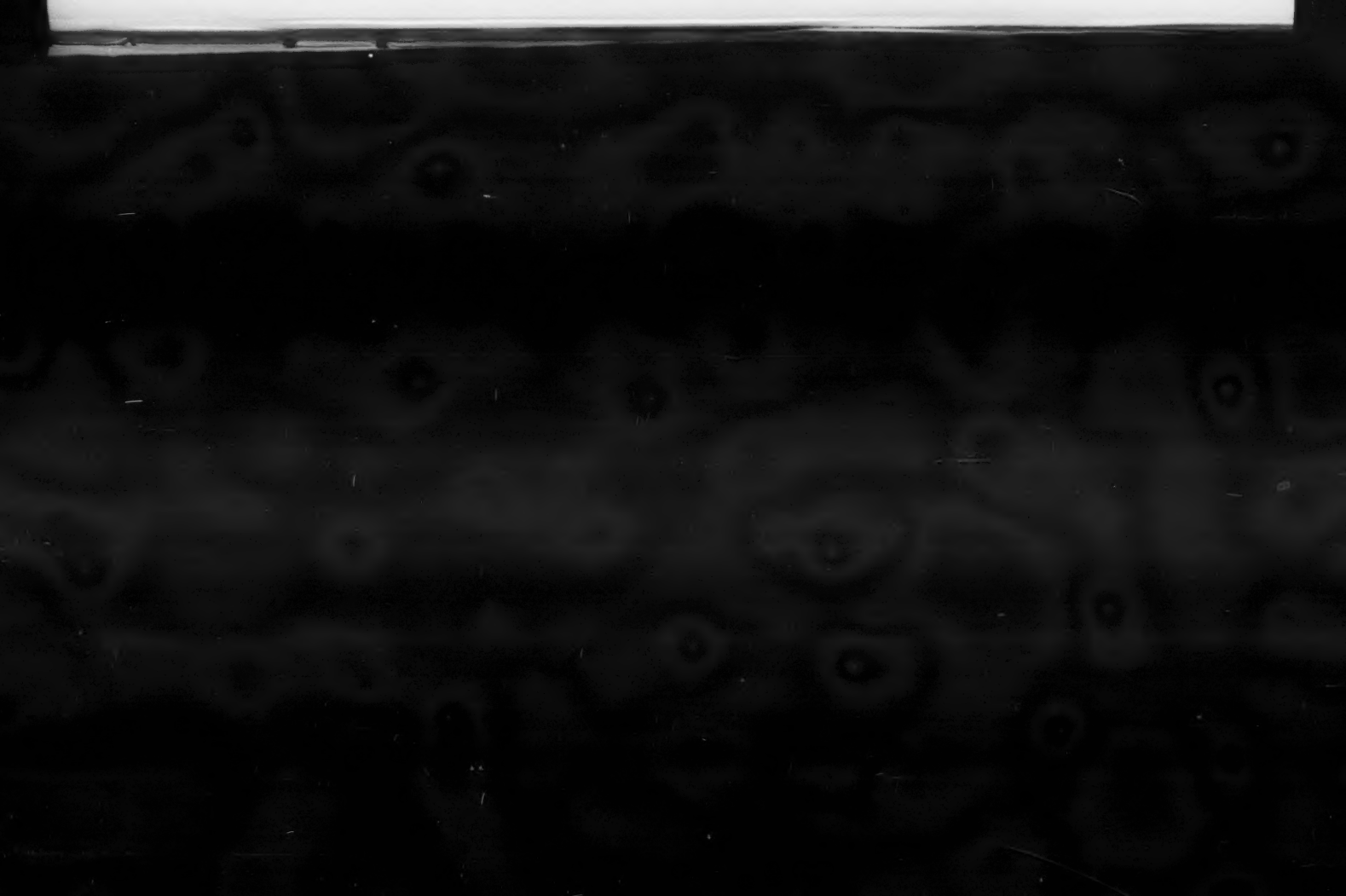
Address communications to THE EDUCATION DIGEST
P. O. BOX 100, ANN ARBOR, MICHIGAN

Printed in the U.S.A.

Entered as second-class matter November 4, 1935, at the post office at Ann Arbor, Michigan, under the Act of March 3, 1879.

The contents of the EDUCATION DIGEST are listed in the *Education Index.*

MEMBER
EDUCATIONAL PRESS ASSOCIATION
OF AMERICA



THE EDUCATION DIGEST
Copyright 1940 by Lawrence W. Prakken
Volume VI NOVEMBER, 1940 Number 3

A PARENT SPEAKS OUT

ROBERT E. BROWNLEE

In Progressive Education

IT has taken me 40 years to get up courage to talk back to a teacher, and I wouldn't be doing it now if I hadn't chanced on this article "Lollipops vs. Learning," by Ann L. Crockett, in the March 15 issue of the *Saturday Evening Post.*

I had just come home from the Easter concert at our high school. Seldom can I visit the schools when they are in session. But this was a very special occasion. My daughter was to sing; not merely in the chorus, but a solo part. Were we proud! We didn't even know she had musical ability until this school discovered it and set her to work developing it.

It is astonishing what parents can learn about a school by observing the youngsters in it. I waited for my son near the entrance to the school theater. A bell rang and classroom doors swung open. I set myself for a burst of pent-up energy—a kind of reflex from my own high school experience—but it did not come. The students leisurely emerged, an occasional teacher among them and as one of them, not sternly upholding the law but anticipating a pleasant occasion, and quite as often in company with a student as with another teacher. In my day we marched to assembly with the teachers beating time and seeing to it that we kept step.

"I beg your pardon." A boy was offering me a program. "You're Mr. Brownlee, aren't you? I was at Alice's birthday party at your house."

"Oh, yes," I said, trying hard to remember. "Thank you for the program. I'm waiting for Bob."

"You'd better let me show you to a seat. The auditorium will be crowded. I'll tell Bob where you are."

He placed me in the center of the theater, directly in front of the stage. A few minutes later my son took the seat beside me. I was impressed. This school did not belong to the teachers. Visiting parents were the guests of the students.

Gradually the auditorium filled. I saw the principal, and was beginning to wonder when he would rise and call the meeting to order. Just then the orchestra struck up the overture. I cannot pass on the technical proficiency of the program of Easter music that followed; I do know that the attention of the

audience was perfect and that for me it was a satisfying musical experience. The climax of the occasion was the singing of a coal-black girl with the voice of an angel. Round after round of applause followed her performance. "Wasn't she wonderful?" Alice greeted me a few minutes later, completely forgetting her own part in the program. "Yes," I said. "Wonderful." But all the while feeling a little ashamed. In my day colored boys and girls didn't go to high school. We called them niggers.

Miss Crockett says: "Parents wonder why young people take so long to grow up nowadays, why they are so half-baked and trivial-minded." I don't wonder that. I just wish the adults I have to do business with could come as near acting their age as do these boys and girls. Miss Crockett is entitled to her opinion, but this kind of school gives the kind of discipline I want my children to have. I don't want them goose-stepping like soldiers before a sadistic Fuhrer. I want them to think and act like free men and women.

Miss Crockett is right on one point; parents should know what goes on in the schools they are paying for. But if they did know, they would want not fewer but more progressive schools. Well do I know it. My children have attended both kinds.

I shall never forget my first child's experience with her first school . . . Arithmetic! Failure arose like a spectre to haunt our days and harass our nights. Father and mother began to attend lectures on psychology and to read about inferiority complexes. We dragged through one year and into the next. Something had to be done. I decided to have a talk with the teacher.

There was no welcome on the mat at that school. No one greeted the stranger or noted his coming. A sombre hallway presented itself, punctuated by closed doors. I inquired my way of a hurrying youngster and then knocked at the forbidding threshold. To the teacher I announced my name, smiling as pleasantly as I could, "Oh, yes," she said, as if my business were already known to her, and reached for her classbook, quick on the draw like a movie gangster clutching for his gun.

The names of pupils appeared on the ruled page in neat alphabetical precision. After each name were little squares. In the squares were little marks, symbols that I did not understand. The teacher's finger moved across the page. My child's marks were not the same as those of other children. She looked up triumphantly, as if there were nothing more to be said. I was thinking of the small compass into which she had compressed the total activities of a very lively youngster. I was interested in a whole life, a whole personality; the teacher merely in

arithmetical ability. I left uninformed and uncomforted.

"Old-fashioned schools," writes Miss Crockett, "follow the same system we find in college and in life. Those who are incapable, or unprepared, fail." With evident sarcasm, she continues: "Not so the modern public school, the only institution this side of heaven that rewards intention as generously as it does accomplishment."

Well, without half trying, I can name two other institutions that do the same thing: the Christian church and the home. The fatted calf was killed for the prodigal son. No child is ever a failure to his parents. To whom the failure is chargeable depends on the point of view. Smarter men than I am have said: the school fails, not the child; society fails, not the men and women who tramp our streets in need of sustenance. Even the courts place a value on good intentions. It makes a great difference whether one kills by intent or by accident. I have been rubbing elbows with a rough-and-ready world for a good many years, and the only place I know of where good intentions do not count is in the mind of the old-fashioned teacher in the old-fashioned school. She may well be thankful that society judges her more kindly than she judges our children.

The heartless industrialists have taken a fearful drubbing in recent years. Yet even they would not expect all men to measure up to a single standard. Cruel as our competitive system is at times, it does not require men of unequal ability and training to compete on a common basis. To find the right job for the right man, millions are spent on personnel and social engineering by business.

But Miss Crockett says with fine scorn of the new schools: "Johnny is a bright boy, but Bill is dull. Do we progressive teachers grade them competitively, one against the other? Not at all, for then Bill would fail, and the new schools have no failures. So we grade Bill against himself. If he is trying hard and doing as well as he possibly can with his low IQ, we give him a mark of 'satisfactory'." Then, as if the awful reality were not enough, Miss Crockett lets her imagination take flight: "If Bill joins a construction gang and calculates how much weight a bridge will safely hold, would it matter to a trainload of Progressives—on their way to a conference—whether Bill merely tried to figure right or whether he actually did?"

It so happens that I have worked on construction. My experience tells me that the Progressives would arrive safely at their conference. The skilled hands of so-called "dull Bills" play an important part in every construction project, but no "dull Bill" would ever be assigned the task of designing a bridge. Boys and girls must acquire the stamina

and courage to face life as it is, but to assume that it requires all to have the same knowledge and skills, to reach the same standards regardless of aptitude and native ability, is plain poppycock!

I am interested in those "two consistent points" which Miss Crockett sifts out of the welter of definitions and counter-definitions coming from the PEA. "First, to fit the school to the individual child; and second, to guard the child against strain in the process." For as I watch the development of my own children in a progressive high school, these statements seem clearly to define the process. After reading Miss Crockett's article, I spent a full day in this school. I talked with teachers, pupils, and administrators. At every turn I saw something progressive and to me spectacular.

When I returned to the principal's office after making the rounds, my head was awhirl with all I had seen. I posed the question: "What is progressive education?"

The principal thought hard for a minute: "I'm not sure that I know. It means different things to different persons. To me it means helping these boys and girls to discover what they want to do, and then helping them to do it successfully."

In contrast, I am thinking of this statement by Miss Crockett: "After 10 years teaching in Progressive schools, I must confess that I am ashamed of my job. I'm ashamed before the pupils into whose heads I am forced to put hazy frills instead of knowledge; ashamed before the parents who pay my salary and wonder why their children are so ill prepared for college and for life."

Robert E. Brownlee writes, "For the information of those who read my article it is probably enough that they know I am a parent, grateful for the development my son and daughter have had in a progressive high school." Reported from Progressive Education, *XVII (October, 1940), 419-24.*

A PLAN whereby outstanding persons in music and art will meet with specially chosen advanced students of the High School of Music and Art in New York City has been inaugurated this month. A group of ten musicians, including such outstanding figures as Walter Damrosch, David Mannes, and Georges Barrere, will serve as guest lecturers and performers. The artist group includes such figures as William Zorach, sculptor, Thomas Craven, critic, and Peggy Bacon, print maker.

THE ROLE OF HEALTH AND PHYSICAL EDUCATION IN NATIONAL DEFENSE

LESLIE W. IRWIN

In the Journal of Health and Physical Education

THE revelations of the World War draft showed that the basic qualities necessary in youth for defense are not rapidly developed or suddenly acquired. Freedom from physical defects and the development of such qualities as coordination, courage, stamina, and endurance are a process of growth from early childhood. Actual technical defense training is the responsibility of military experts. These experts should not be handicapped by having also to develop the basic physical qualities of youth which are basic to defense training and which should have been a part of normal growth. Furthermore, physical fitness alone is insufficient. Desirable attitudes, the will to act for a just cause, and the ability to adjust to all conditions are products of mental, social, and emotional balance.

That many youths are lacking in physical fitness is indicated by the experience of the Army recruiting service, which rejects about 50 percent of the volunteers. Nearly 90 percent of volunteers for the air service are rejected on the basis of physical examination.

Thus the field of health and physical education is fundamental to national preparedness. In the past we have failed to accomplish the major aims in this field with a large majority of the school population. Broader programs are necessary to develop the best possible specimens for national defense. But while additional funds and facilities are needed, teachers and administrators can facilitate rapid development by capitalizing on the resources at hand without waiting for aid. Furthermore, national, state, and local authorities are much more likely to grant support if the schools take the initiative.

There are a number of ways in which the schools may be made more effective in national defense. The school program usually embodies three phases: health service, healthful school living, and health instruction. Health service, which includes the detection and correction of physical defects, is perhaps of most immediate importance to national preparedness.

The importance of the complete medical examination for school children has long been recognized, but more in theory than in practice. A recent survey of 77 schools considered progressive in health and physical education showed that only 31 percent had yearly medical examinations of students. Only a small number of the schools investigated provided complete medical examinations.

The difficulty in providing complete periodic examinations seems to be in securing dental and medical service. The problem is simplified somewhat in large school systems which employ school physicians and dentists. In small communities where there is lack of funds, an appeal to civic organizations to assist in securing the services of doctors and dentists may bring results.

Following the medical examinations comes the task of correcting remediable defects. It has been a difficult one. In schools where resources are available, the follow-up may be made by physicians, nurses, visiting teachers. In small towns, again the help of civic organizations may be enlisted. Relentless educational campaigns may help. Home visitations by the school principal and teachers are highly desirable in following up the correction of defects.

Schools are now emphasizing *healthful school living*. Particular attention is given to adjusting the school program on the basis of the results of medical examinations. But even progressive schools vary widely in the types and amount of adjustment they make, and it is a safe assumption that most school programs are not as advantageously adjusted to the healthful living conditions of the students as they could and should be.

Health instruction in the schools has improved during the past decade or two, but the extent of such instruction is still problematical. In schools where a program of health instruction at each grade level does not exist, immediate steps should be taken to provide it. In the absence of specialized health teachers, science teachers, classroom teachers, physical education teachers, or administrators can provide health instruction with a minimum of preparation.

To be effective, health instruction must be placed on an equal basis with other school subjects. Sufficient time and facilities for a successful program must be given.

In the field of physical education, most schools fall far short of the usual recommendation of five one-hour class periods weekly *plus* participation in after-school intramural and recreational activities. In considering the school physical education program in respect to national preparedness, a number of points should be kept in mind.

1. In schools where desirable programs are not provided for every student, the deficiency should be corrected at once. If necessary, academic and classroom teachers should assist with the work, especially in after-school activities. In some cases it may be necessary to lengthen the school day in order to have proper time for physical education.

2. Many schools still continue to stress interscholastic athletics to the exclusion of physical education for

the entire student body. This situation should be ended. Interscholastic athletics are desirable, but the basic requirements of preparedness cannot be met by training a few highly skilled performers.

3. Administrators should be cautioned against any return to the formal types of work—marching, drilling, and calisthenics. Emphasis should be placed on developing individuals without regimentation. The free sports program is much more successful in developing the basic qualities of courage, endurance, and resourcefulness.

4. Activities should be selected on the basis of their contribution to the development of ruggedness in the individual. This selection should be made at every grade level.

5. Greater emphasis should be placed on the strenuous team games at each age level in an effort to develop cooperation, loyalty, courage, stamina, and resourcefulness.

6. Physical activities for students should be promoted on week-ends and vacations.

7. Physical education classes should approximate academic classes in size.

8. Teachers, directors, and supervisors in health and physical education should be carefully selected on the basis of training. It may be necessary in cases where teachers must teach both academic subjects and health and physical education for administrators to select teachers primarily on the basis of their training in health and physical education.

9. The laxity in excusing unrestricted students from participation in physical education should be corrected in many schools. The tendency is at present to allow too many things to interfere with the physical education class work.

10. A high percentage of students, both in elementary and secondary schools, should participate in after-school intramurals and recreational activities.

The organization of the public schools in America is such that they are better qualified than any other agency basically to prepare youth for defense. Educators are being challenged in their ability to accomplish the task. It rests with the initiative and resourcefulness of school authorities as to whether rapid progress will be made in sharing the responsibility for national defense through the many ways in which programs of health and physical education can be improved immediately.

[*Leslie W. Irwin is Director of Health and Physical Education in the Laboratory Schools of the University of Chicago. Reported from the* Journal of Health and Physical Education, *XI (September, 1940), 406-7, 452-53.*]

ENRICHING THE SMALL HIGH SCHOOL CURRICULUM

T. W. THORDARSON

In Occupations

ONE result of the traditional high school curriculum, dominated by college-entrance requirements, can be discovered by interviewing seniors in any average high school. Ask them what they are going to do when they leave school. Most of them will answer: "I don't know." A few will say: "I think I will do this or that." Then ask them what they have studied in school to test or train themselves for their intended lifework. The answer is usually: "Nothing."

Here is a great problem in conservation of human resources. North Dakota is doing something to meet it. In this state the traditional curriculum reigned supreme in many small schools in sparsely settled sections. The best the schools could do, through alternating subjects, was to provide the 10 subjects prescribed by the state course of study, or the 13 or 14 subjects required for entrance to some colleges. In this situation every high school graduate had taken every subject offered by his school during his four years of confinement. As one graduate epitomized the situation: "We all went through the same chute like cattle prodded into stockyards, and most of us ended up in blind alleys."

Into this stereotyped pattern the state in 1935 introduced a new note, with an act providing for supervised correspondence study, which aimed to make a broader high school curriculum available to every North Dakota youngster. A state Correspondence Center was established with a staff of specialists. Textbooks, lesson materials, and equipment were selected in such a way that any average child could educate himself under supervision of a local teacher, supplemented by the services of specialists from the State Center. Subjects were divided into job units embodying the best procedures from the contract and laboratory methods of instruction. High school students study their individualized lessons under the supervision of a regular teacher, and reports on completed units are sent in to the State Center which gives each pupil help by the written method.

The first year 24 subjects were made available. This number has now increased to 100, and the courses are being used in 400 of the state's 600 high schools. The first year there were 2,087 enrolments while in the fifth year the figure jumped to 7,000.

With this supplementary enrichment program, every North Dakota high school student has as broad a curriculum to select from as he would find in the most favored sections of the country. But the enriched curriculum precipitates the

problem of assisting each pupil to make a wise selection of subjects. The testing and guidance program involves a battery of seven standardized tests. From the answers, scored in the Study Center, individual profile sheets are developed showing graphically the strong and weak areas of each pupil. This information is sent to the supervisor who serves as the student's adviser wherever he may be attending school.

As an additional aid in individualizing every course, a rental reference library and a complete visual aid service have been developed. Full use is made of the community as a laboratory and classroom for each subject.

The plan can well be illustrated by a few cases:

John, a farm boy in a small high school, began his junior year without ever having taken a single subject that he really liked. Bookkeeping, which he detested, was the last straw, and he decided to quit school. Fortunately for John, his superintendent was interested in young people. He made a study of the boy and after a few days recommended that he drop his class in bookkeeping and enroll in a course in gas engines from the State Center. Two years later the superintendent said of this case: "From the day John enrolled in the vocational course he became more interested in all his work. The following year he took more vocational courses, and gradually he changed from a problem pupil to one of the better students in my high school. He has always wanted to be a good farmer, and I am predicting that he will become a farm leader. Much of the credit will be due to this enrichment plan."

Henry, a student in another small high school, reached his senior year without ever having a chance to study art. All he knew about the subject was that he liked to draw. The superintendent, understanding his aptitude, arranged his program to include a beginning art course from the Study Center. Before the year was over he had astonished his teachers with his ability. He is now enrolled at a large art institute. His parents report that if it had not been for this opportunity for self-exploration while in school, Henry would probably be puttering aimlessly around in his home town.

Then there was 12-year-old Robert who lived on a desolate farm 30 miles from nowhere. His parents were on relief and could not send their son to town for high school. But in three years time he completed the course recommended for him by the State Center personnel expert and the local supervisor. The boy is a brilliant student with great inventive ability and a strong bent toward astronomy. Without this program and its guidance factor, the talent of this little genius would have been plowed under.

Every educational plan must have a philosophy if it is to achieve definite objectives. The underlying thinking that permeates this program is that the school system is responsible for helping pupils to plan for the future.

The average small high school is ordinarily confined to the meagre subjects recommended for college entrance. That the taxpayers of North Dakota favor this plan of extending practical education to the 85 percent of high school students who do not go on to college is attested by their legislative appropriations. At a time when the state has been forced to reduce its appropriations for the entire school system, the allotment for this program has increased from $40,000 to $100,000. It has become a very popular part of the state school program.

T. W. Thordarson is Director of North Dakota's State Program of Supervised Correspondence Study. Reported from Occupations, *XIX (October, 1940), 29-32.*

A Pupil Has His Say

This letter from a sixth grade pupil to a County Superintendent was contributed by William E. Hayes, of Bridgewater Township:

Gentlemen:—

Do you think a teacher should try to expell a pupil if he wants to express his opinion of her? I admit the opinion wasn't any too good.

According to me and many others, my opinion was true. Please note that I did not curse.

PLEASE REPLY AT ONCE. I don't know what you will have to say about this matter but if your answer is against me, I would say there is hardly any freedom of the speech or press around here!

Sincerely yours,

P.S. She won't let me talk to anybody which is unusual because other children always talk to each other and I can't budge from my chair.

P.P.S. She called me a hypocrat and a spoiled brat in front of public. Shouldn't a teacher have respect for her pupil? At least I didn't express my opinion of her in public.

—New Jersey Educational Review.

VITALIZING ECONOMIC EDUCATION

HAROLD F. CLARK
In Social Education

I BEGIN this discussion with a quotation from a foreign language: "Hence the volume of employment and equilibrium depends upon: (1) the aggregate supply function; (2) the propensity to consume; and (3) the volume of investment. This is the essence of the General Theory of Employment."

The statement is from J. M. Keynes's *The General Theory of Employment, Interest, and Money,* perhaps the most important economic book of the past decade. To the average person, the quotation might well be in a foreign language. As a matter of fact, I maintain it *is* a foreign language to most people. It makes no more sense to them than Chinese or Choctaw. What has occurred here has happened in many technical fields. A new language has developed which for all practical purposes is a foreign language to the man in the street. Will the average man ever be able to use the new tongue?

The sentences quoted above are among the simplest in Keynes's book. The following material is much more typical: "For $\Delta Yw = \Delta Cw + \Delta Iw$ where ΔCw and ΔIw are the increments of consumption and investment; so that we can write $\Delta Yw = R\Delta Iw$ where $I = \frac{I}{R}$ is equal to the marginal propensity to consume."

I am inclined to think that the mass of mankind will never be able to use such material, not even if it is put to music or a Hollywood love story is made of it.

There are three fundamental obstacles to the common man's understanding of technical economic material. The first is the language difficulty hinted at above. The second obstacle is that the ideas themselves as expressed are inherently difficult. Their comprehension demands a type of thinking which is probably impossible for a large fraction of humanity. And finally, these ideas are not clear. The technicians are still struggling to express them, and make their thoughts clear even to themselves.

Underlying all three difficulties lies the most important fact of all. Economics, expressed in terms such as the quotations given above, is not real to the average man. He does not see that it impinges directly on his own problems. He has no reason for wanting to learn such material. And everything we have discovered about the laws of learning has shown the impossibility of teaching anyone anything unless he has some reason for wanting to know it.

Complexity and unreality—these are the great barriers to vitalizing economic education. As for the first, there are those who maintain

that you must have the comparative anatomy and technical understanding of economics before you can deal with economic problems. No one would question the desirability of that. No one would question the desirability of having the background of a doctor before tackling the problems of one's own health. But the shortness of human life precludes the possibility of everyone taking a medical degree before he finds out how to take care of his health. The unfortunate fact is that the average citizen is going to and must act on a great variety of economic matters. If we spend the limited time available for economic instruction in school on technical theory, the pupil will never get to any discussion of his own problems. In addition, he will probably lose all interest in the material long before he gets there.

As for the unreality of economics —we must start economic education with material that is vital and immediate in the life interests of the individual. About two-thirds of the economic energy in the United States is spent in the effort to get food, clothing, and shelter. Add health, recreation, and education and you have accounted for well over 90 percent of the total expenditures of the American people. This is what their money goes for. If you want to get their interest, start your economic material from this point.

It is easy to show that important problems of economics can start from consumer problems. The land economics which the average person needs to know, for example, is much more closely related to housing, business, and recreational needs than it is to formal economic definitions. Thousands of persons have studied economics in the high schools of New York City. Most of them have had a highly theoretical discussion of rent, which almost always begins by saying "land is strictly limited in quantity."

As a result, most persons believe there is a great shortage of land in the metropolitan district. In fact, even the intelligent citizen finds it hard to believe that 17-story apartment buildings in New York are unnecessary. Yet actually New York's entire population could be housed on land now vacant in the city—and in one-story houses at that. There is no shortage of land in New York nor in any major city, although poor planning of transportation facilities may have tended artificially to crowd certain sections. The poor planning of transportation should be blamed, however, and not the nature of the universe.

One approach to the problem of rent leads to the conclusion that Divine Providence is responsible for crowded cities, because insufficient land was made. The other approach to the economic problem of housing suggests that human stupidity is pretty largely responsible for over-

crowding. The tragedy, of course, is that one generation after another of school children go through our classes and know little more of the possibilities of well-planned cities than did their ancestors.

The results of this wrong approach are even more disastrous in their effects on villages and rural areas. How far should a farm house be from a hospital? Even cheap power lines cost $1500 a mile; obviously farm houses cannot be strung indiscriminately over the countryside and still have light and power. How can you plan a rural community so as to reduce to a minimum the cost of good roads? All of these subjects could be dealt with in the sixth-grade class in geography. Instead, the children have to learn the exports of the African Gold Coast and the boundaries of Tibet.

The way to correct this is apparent and simple. In cities the schools should start their discussions with the land available and the wise use of it to obtain good housing and other necessary things. In rural areas the discussion would proceed in terms of all the services and facilities required in a modern civilized community and the design for that particular community which would provide them. Economics, then, would take on some reality and so would a discussion of land values and rents, and that which determines them.

The way to present economics to the millions is to employ materials having a vital relation to the lives of the people. This will probably hold true for the overwhelming majority of college students. Five percent, perhaps 10 percent at the outside, may be able to deal fairly successfully with somewhat abstract ideas of economic theory. But even for most of these, the best method of approach is through their own immediate needs and problems. This means very largely consumer problems. Certainly such an approach gives most promise as a means of vitalizing economic education.

[*Harold F. Clark is Professor of Education at Teachers College, Columbia University. Reported from* Social Education, *IV (October, 1940), 397-403.*]

PUBLIC high schools for Negroes have increased in number in the past 25 years from 64 to 2187, according to the U. S. Office of Education. Twenty-five years ago North Carolina and Louisiana had no public high schools for Negroes. Today they have 197 and 86, respectively.

COOPERATIVE ADMINISTRATION

HARRY P. STUDY
In Educational Method

THE principle that learning must be based on experiences which are real and which seem important to the children engaging in them makes the teacher rather than the administrator, supervisor, or course of study the deciding factor in determining what the curriculum shall be. Our basic philosophy in the Springfield, Missouri, schools is that of helping the individual teacher develop creativity in planning the experiences which are the curriculum for his group.

With the acceptance of this basic philosophy, authoritarianism is rapidly disappearing. The line-and-staff organization has been replaced by a partnership between teachers and administrators. This new relationship was approached with caution, and even with some misgivings, but the partnership has prospered, and encouraged a sense of "belongingness" that gives each teacher an obligation in the work to be done and a share in the satisfaction of achievement.

The 380 teachers in the system are represented in a cabinet of 22 elected members, organized into regular committees some of which are: professional growth, finance, teacher welfare, and legislative.

Like citizens in general, teachers follow the line of least resistance in practicing democracy. They concern themselves more with concrete and obvious problems. This is natural, of course, and makes a good starting point, but it must be considered as a means to a larger end. The tendency is to exhaust time and energy on routine matters and forget that the primary purpose of teacher participation in school administration is to develop the teacher as an informed and interested person. Personal growth of the teacher is the first consideration.

In Springfield, we began with concrete and obvious phases of teacher participation because it helped us develop a technique of democratic procedure. Sharing in the distribution of nearly $100,000 in salary increases, the members of the finance committee have proved the growth that can come from teacher participation in administration. Five years ago there were only two principles of salary raise distribution generally accepted: tenure, and the restoration of predepression salaries. Now teachers accept with enthusiasm provisions for further training, special service, and even evaluation of service. A marked increase in extension of professional training has attended these provisions.

Back of the development of new attitudes toward salaries were many nights of committee sessions that ran into the wee hours of the morning.

With an adding machine as mascot and stacks of statistics and NEA reports as material, the committee toiled through problem after problem before a solution, or compromise, was reached.

Anyone who has served on the finance committee has acquired an appreciative understanding of perplexing problems that confront the school board, the superintendent, and the system as a whole. This is also true of the members of the personnel committee, who help in the selection of new recruits. Four classroom teachers, selected by the cabinet, work with administrators in interviewing, testing, and evaluating applicants for positions. Similar values are derived from the work of the welfare and legislative committees.

Any cabinet committee may choose some of its members from teachers not in the cabinet, as does the professional growth committee, which provides study-group meetings on such topics as reading skills, consumer education, mental hygiene, school marks, teacher evaluation, and the like.

Conferences with noted educators are held each winter under the sponsorship of the teachers' cabinet and the board of education. These leaders usually talk to a general meeting of teachers and then work with small groups in conference.

Last summer, while many of our teachers were in workshops and university classes from Maine to California, still others were making a university of our own community. The plans were carefully prepared by a committee of twelve teachers and supervisors and another dozen helpers were called in when the project got under way. The ambition was to provide an opportunity for teachers who remained in the city to study various institutions close at hand.

Each Wednesday during vacation was a full day of group trips to scheduled places—places as varied as a Bible Institute and a hospital for the criminal insane. Included were a newspaper plant, radio stations, city departments and government bureaus, WPA projects, Boy Scout and Girl Scout camps, and many industries. Teachers got brand new conceptions of the complexity of the community as well as a multiplicity of interesting facts that they jotted down in notebooks prepared for them by the committee.

The material gathered in these summer trips is now being compiled and organized, and a great deal of it will find its way into the classrooms this year.

In short, Springfield teachers began with a consideration of salaries, retirement legislation, school budget, and various routine matters, and are now beginning to broaden their interests. They realize that teachers must have a broader understanding of what living in the world today

involves, that they need to constantly clarify and evaluate their concept of the purposes of the school, that they need to study how children develop.

Beginning with a mechanical concept of teacher participation, our teachers are now proposing a program for teacher growth having deeper significance for their own development. They are becoming more independent and resourceful in planning learning experiences which have reality for children and which are of value to them in understanding the American way of life.

A final word about our experience in composing conflicting theories of education. Every system has progressives, conservatives, and middle-of-the roaders. Any system democratically organized and administered makes the existence of controversy a means of teacher growth and development. The give and take of ideas in any honest attempt to compose differences in democratic fashion inevitably broadens the participants. In Springfield, we find ample evidences of this sort of growth every time we set a committee to work formulating a statement on some controversial topic.

All this leads us back to where we started: partnership between administration and teachers. A partnership can exist only within the bounds of two limitations: (1) The extent to which administrators are willing to delegate authority; and (2) the willingness and ability of teachers to justify such delegations. We meet both conditions in Springfield, and the result is an ever-growing development in new understandings among our staff members.

[*Harry P. Study is Superintendent of Schools, Springfield, Missouri. Reported from* Educational Method, *XX (October, 1940), 23-28.*]

As the "Chicago Plan" enters its tenth year, A. J. Brumbaugh, Dean of the College, University of Chicago, has summarized responses to a questionnaire, answered by graduates of the university, evaluating the system introduced by Robert M. Hutchins in 1931. Tabulations of the responses of the 1065 persons replying indicated that, for the most part, they believed the plan to be working effectively. Their chief criticisms were that, although most of the "general courses" were of broad educational significance, they were of little value in selecting a profession or vocation and, in general, were of little value in later specialization.—*School and Society.*

HIGH SCHOOL ARCHEOLOGISTS

E. R. HARRINGTON

In the School Review

THE Albuquerque High School gives, among other courses in history, a course in the history of the Southwest and a course in archeology. It is likely that both these courses are unique in American high schools. We feel that we have ample justification for both courses. It is as if we had within our state limits the ruins of Babylon, Nineveh, Thebes, and Pompeii and wished to teach a course in ancient history because of their proximity. Not only do we have unsurpassed data available within the state, but our archeology club owns a ruin and is excavating it. What more could be asked, in the study of history, than the opportunity to help add to the history!

Tunque, the ruin which the club has been excavating for the past few years, can be reached from our city in a drive of less than an hour over good roads. Tunque was abandoned fifty years before the discovery of America and was a flourishing village of possibly a thousand persons before the First Crusade. The Indians lived in three two-story apartment houses and ten or more low one-story apartments. The houses were laid out on a definite street plan, and within one house there would be many rooms and a number of families. Two of the great dwellings were located so that the street between could be closed for general defense. The villagers were farmers and artisans, subsisting largely on corn. They made pottery and gained fame as workers in turquoise jewelry, and it is likely that their fame as traders brought them enmity and eventual destruction from surrounding villages. Near the center of their village they built one of the Southwest's largest kivas, or council-rooms. Within this circular, roofed chamber the Tunque city council gathered and decided upon profound matters of state while Richard the Lionhearted was battling Saladin at Acre.

The lives of these ancient people are being brought to light by our high school archeologists under the capable leadership of Miss Sarah Goddard, the instructor. On seeing the instructor, one would imagine that she would be more interested in a career on the stage or in pictures than in leading a group of archeologists. Miss Goddard has been well trained in Southwestern archeology and commands the greatest scientific regard from the professional archeologists who work for the higher institutions of learning and for the various museums.

In the mild, dry climate of Albuquerque the archeology club can work at almost any season, and scarcely a week passes that a party

does not do some excavating in the Tunque ruins. A day of exploration might run something like this: Several members of the group are making a plane-table map of the ruins. Others are engaged in the hard work, involving shovels and wheelbarrows, of excavating the kiva. One worker has uncovered a charred log which was at one time a support of the kiva roof. This log is carefully exhumed, and tree-ring determinations, later made, place its age at 1100 A.D. Another person has found a ceremonial burial place, where a citizen has been interred with some of his equipment to be used in the happy hunting grounds. This burial is very much unlike another that was found, where the bodies were unceremoniously dumped together after a battle. Evidently the latter burials were made by the conquering tribes which finally swarmed in and destroyed the village. Another archeologist has found some turquoise beads, while another has found a piece of pottery still containing some corn flour ground on a stone metate while Genghis Khan was harrying central Asia. Here is some charred corn partially consumed in the final burning of the village, and here is a broken cane flute charred by the same burning. Standing amid the ruins of this dead city, now almost level with the rolling plain to the east, one can imagine the last struggle. Are all the warriors dead? Are the women and the children being led away to slavery by the conquerors? Has the conquering chief decreed, as did the Romans, that this town, like Carthage, shall be forever destroyed? Who can say? These student archeologists are reading history not from a book but from the ruins, even as did Breasted in another continent. They are learning more and more as their findings increase. They are learning and making history.

The archeology club has a museum, in which it holds its meetings. Here in glass cases have been placed many of the finds that have been made, together with a number of similar articles from other parts of the state and surrounding states. Two life-size katcinas, or Indian dancing gods, look down from murals on the museum walls. Two large replicas of Navajo ceremonial sand paintings take up two other walls. Glass cases line the walls, and in them there are materials from ancient villages in Mexico and Central America: clay images, pottery, a water jar, feather pictures. Another case contains artifacts from the Old Stone Age through the New. Here are some clay katcinas and nearby a replica of a Zuñi shrine. Here are found a collection of old beads, some fur and feather cord, some cotton cloth woven before the rise of the Holy Roman Empire, pottery, grinding stones, stones covered with undeciphered hieroglyphics, and even a skeleton from a prehistoric burial

place. The club has a large collection of photographs taken in various Southwestern ruins—and the pictures were taken by the pupils themselves. Here is a large plaster-of-paris restoration of the town of Tunque as it looked in its best days, and adjacent to it is a larger model of the kiva.

We believe we have the only archeology club and class in an American high school. Here the dead history lives again because our pupils are studying and making it.

[*E. R. Harrington is head of the science department in the Albuquerque, New Mexico, High School. Reported from* School Life, *XLVIII (September, 1940), 517-20.*]

Variations . . .

★ One of the most unusual school projects which has come to our attention this year occurred at Kauai High School recently when students of the school heard a short-wave radio conversation between Pasadena, Calif. (W6BZF), and Kauai High's Mr. Norman Thompson (K6PLZ). Instructor Thompson had arranged to have Dr. H. Victor Neher of California Institute of Technology speak to the students on his recent cosmic ray hunting expedition to India with Dr. Robert A. Millikan. The mike was linked with the school amplifier so that every classroom could hear the talk which came in beautifully. Mr. Thompson's enthusiasm for "ham" radio has infected a large part of the student body, a proof that teacher enthusiasm still has the power to fire youth. (In the *Hawaii Educational Review.*)

★ If plans at Brown University develop, New England college students will soon be the first in the country to have their own intercollegiate radio broadcasting system. The project calls for linking Brown, Dartmouth, M. I. T., and Wesleyan together over a leased-wire system so that each college can broadcast to the other. It will not only provide entertainment for listeners and experience for radio-minded students handling the technical details, but it will promote "friendly contacts" among the institutions taking part, the sponsors believe. Arrangements are already nearing completion for a tie-up between Brown, Wesleyan, and Harvard. Dartmouth and M. I. T. have expressed interest, and other colleges and universities are being invited to join. The network idea grew from Brown's completely student-owned and operated intramural system, conceived by a student during his freshman year and originating from a simple two-way communication hookup with a friend in his dormitory. (In the *Journal of Higher Education.*)

OUR GUEST CHILDREN FROM EUROPE

BESS GOODYKOONTZ

In School Life

IN recent months as the dangers to civilians in Great Britain have been greatly intensified, and as both British and German officials have broadcast warnings that there can be no safety for children in England, many parents have faced the decision of what to do about their children and have decided that separation is preferable to continued jeopardy. Already several thousand British children have arrived in this country and in Canada to live with relatives or friends for the duration of the emergency, and more than 200,000 other children have been registered by their parents for evacuation.

The response in this country has been prompt and widespread. Organizations with European connections, industries having foreign branches, universities and colleges, business and labor groups, fraternal organizations, and thousands of individuals have sought some means of giving immediate aid. To coordinate the activities of all these agencies and individuals the United States Committee for the Care of European Children has been organized, with headquarters in New York City. Designated by the British authorities as the only agency in this country with whom they will deal in the placement of children sent from the British Isles, it has secured the cooperation of government agencies here in working out and speeding up immigration procedure. Guest children in unlimited numbers may now come in on visitors' visas, representing all classes and backgrounds. The United States committee's corporate affidavit is accepted by the government that none of these children will become a public charge.

The problems faced by the committee are numerous and difficult, even were safe transportation completely arranged. Already local committees have been organized in more than 150 cities and child-welfare agencies are being officially designated throughout the country to assist in finding suitable homes for guest children. They come to us with customs different from ours. They are used to different food; their home climate has necessitated wardrobes quite different from those of children in this country. The committee is giving particular attention to selecting for each child the kind of home where he will be well cared for and content physically and spiritually.

One element which can make for the happy adjustment of the children is their school experience. One little six-year-old English boy, recently arrived, was found to be most unhappy, so much so that both he

and his sponsors were decidedly upset. A sympathetic visitor discovered that the little fellow was worried about starting to school. He wanted very much to go, but was worried he said, "because, you see, I've never learned American."

Fortunately, this problem was easily solved. Other problems, having to do with securing scholarships in private schools and with enrolling in public-school classes are being studied by school officials and by the education section of the United States Committee. College and university officials and private residential schools have generously offered both scholarships and housing. At the request of the committee, the United States Office of Education recently consulted state superintendents and commissioners of education as to the problems which might be met in providing school opportunities for the visiting children. Typical of the replies is that from a midwestern state which says: "For school purposes, these children would be legal residents of any district where the sponsors live." In another state, the state board recently passed a resolution providing that European children cared for by guardians in that state should be regarded as residents and provided public-school facilities as "for our own children." Without exception, the replies showed sympathetic understanding and a desire to assist in every way possible.

But as is always the case in generous giving, not all of the benefit goes to the recipient. As the director of the education section of the United States Committee says in discussing possible modifications in school programs to meet the needs of the visiting children: "In these new and unusual conditions exist, potentially at least, educational factors extending far beyond the limits of school curriculums alone. If recognized and wisely used, these factors may, in lasting influence, in the upbuilding of character, and in the development of virile and broad-minded manhood and womanhood, well exceed all that courses of study alone can possibly achieve. We shall learn much from our visitors. We believe that they will learn much from us. Out of this unusual situation may well come for all of us a sounder conception of basic educational values and a broader understanding of educational needs."

[*Bess Goodykoontz is Assistant U. S. Commissioner of Education. Reported from* School Life, *XXVI (October, 1940), 3.*]

COOPERATION IN COUNSELING

CLARENCE M. PEEBLES

In the Journal of Higher Education

COLLEGE and high school authorities are each devoting increased attention to the need of making education a continuous process. Closer cooperation between the personnel of both institutions involved in precollege guidance is a hopeful effort.

In this connection, the attitude of some high school administrators toward the college representatives is indefensible. True, there have been examples of unethical practice, but the great majority are trained personnel workers who are sincere in their efforts to serve the best interests of prospective students while at the same time they discharge their obligation to their superiors for a full freshman enrolment. A representative with valuable services to grant each student should not be dumped unceremoniously at a table in a corridor or cafeteria and left to shift for himself. This wastes the time of the honest counselor and plays into the hands of the unscrupulous representative by eliminating the restraint of supervision.

The "college day" which some administrators thought an easy way to eliminate a growing nuisance has not worked well. It wastes the representative's time and puts him in the nonprofessional class of a "barker" at a county fair. Any system of inviting the representative to be present on a day set aside for the purpose will be unsatisfactory unless careful supervision and cooperation are given by the high school officials.

Let us assume that the high school realizes that its advisory obligations do not end with the student's graduation, and further that the school includes in its guidance program adequate precollege guidance. What assistance may the colleges expect the senior counselor to offer their admissions counselors?

First, the high school precollege counselor should keep himself well informed through visits, interviews, and study of published sources, concerning the colleges which draw his graduates.

Second, when a student shows an interest in a college, he should be given information preparing him for an interview with the admissions counselor. The student should formulate definite questions for the interview.

Third, records of student aptitude, achievement, personality, and the like should be available to the college counselor when he arrives.

Fourth, each college should be given a list of seniors who are definitely interested in attending the institution.

Fifth, the high school counselor should arrange a suitable place for the admissions counselor to hold in-

terviews, and should arrange the schedule of interviews in advance.

This whole proposed program is based on the belief that the college representative has a valuable contribution to make to the educational scene. He is an interpreter of the college to the public and he can give valuable service by reporting public opinion to the college for its use in periodical selfevaluation. His knowledge of high schools is useful to the admissions office and the educational advisers. His visit with the student and parents in their home adds important information which should aid in the student's adjustment and in building his educational program.

The admissions counselor should refrain from assuming that he is qualified to tell the student what he should or should not do with his educational future. This is common practice even with professional representatives. For example, I frequently hear counselors from small liberal-arts colleges advise prospective engineers that they certainly should take two years of academic work, four if possible, before entering an engineering school. The representative who plays up to the secondary interest of a girl whose primary interest is home economics, is open to severe criticism if his institution offers little or no work in home economics. From the student's viewpoint, the main function of the counselor is to describe his own college; to interpret its curriculum, activities, requirements, costs, religious emphasis, and student life; and to answer questions.

It is the obligation of the college to make sure that its printed literature, especially its pictorial booklets, are truly representative as well as attractive.

It is all too common practice first to find the student's interest and then declare how fortunate that is, for that happens to be the strongest department in the college. After listening to this time after time, the high school adviser loses patience.

The college counselor should not request permission to make assembly speeches. Unless the college is in the immediate locality, there will not be a sufficient number of students interested to make an assembly worthwhile. Individual interviews are to be preferred. There is much good to be gained, however, from inviting college speakers to give talks on a general or specific topic which will fit into a planned program of group guidance.

The admissions counselor should expect to have interviews arranged in school time only with those students who request the interviews. The objection immediately arises that the college which is not known gets no opportunity to tell its story. But if a file of catalogs and pictorials is available in the library, and if a mailing list is sent by the high school to all recognized institutions on re-

quest, this objection becomes less tenable.

Precollege guidance in the high school, while still in its infancy, is making steady progress. The colleges have found it advisable to expand their precollege programs and give the representatives professional status. Cooperation between the different educational levels, and assumption of mutual obligations, will be necessary for the attainment of the best educational results.

[*Clarence M. Peebles is precollege counselor in the Riverside-Brookfield High School, Riverside, Illinois. Reported from the* Journal of Higher Education, *XI (June, 1940), 313-16.*]

Current Quotations:

LEONARD POWER, Director of Research, Federal Radio Education Committee: "There is evidence at hand and research now under way sufficient to predict that the schools of the future will consider radio as essential to some types of learning as reading, the laboratory, or the shop are to others."

BRUCE BARTON, Member of Congress from New York City: "I believe that education has been getting steadily worse in this country. It was better in my father's time than in my time and better in my time than it is in yours. We are trying to spread out and teach too much and teach a smattering of everything. I think we will see the time again when there will be more emphasis on mental discipline."

THE BULLETIN, Dayton, Ohio, Classroom Teachers' Association: "Some of the finest words in our language are developing meanings for which we have other words that are no longer popular. We speak of *securing cooperation* when we mean *obedience*. We speak of being *loyal* when we mean *lending undeserved or unwilling support*. Now we speak of teacher *stimulation* when the labor equivalent, *stretch-out system*, might sometimes be more appropriate. Teacher *inspiration* results from adequate salaries, reasonable class size, and pleasant working conditions. Teacher *stimulation* seems to be used too often by writers who wish to hold some threat over teachers to compel them to work harder. Since practically all teachers are overworking under current conditions, teacher inspiration seems more needed."

HOW SCHOOL AND CHURCH COOPERATE IN YOUTH GUIDANCE

LAURENCE J. TAYLOR

In the American Citizen

DESPITE the traditional provincialism which supposedly hinders progress in the town of less than 500 inhabitants, the village of Addison, Michigan, has a century-long history of what we call today community cooperation. The school and church cooperation which this article will describe has its roots in the town's traditionally progressive spirit and has grown up through a piecemeal process.

The school serves its own district for the grades and draws high school students from eight different trading centers in the area. Despite the handicap of low salaries, the school board has kept an unusually able faculty intact for four years under a young superintendent who has served for 11 years, refusing bids to higher paying positions because of his interest in the possibilities of the progressive work here.

The union of the village's two churches in 1937 made the church another link in a strong chain of community interest, and allowed the exploration of new fields of common action. Because school tradition favors nonsectarian religious activity, the field of church-school cooperation is the first logical point for such action.

With community sanction, the leaders of both institutions have acted on the premise that both work to build the character of youth. Both have been anxious to use every common resource to build Christian character, recognizing that religious values are integrated in every life situation. In the past three years, school and church have sought to seize every established practice which affected this end, and have sought to define it, refine it, and stamp it as a pattern for community action.

The first peg on which our cooperation was hung was inherited. For over 25 years it had been customary to invite a local pastor to the school for a weekly religious service or chapel. Four years ago, after a survey revealed that a large proportion of the pupils had no church connection, interest, or background, the stereotyped "religious" service was abandoned. In its place came a varied program of book review, dramatic reading, music, and in the main speeches centering attention on the problems of the students, with the Bible in use as the occasion demanded.

Last year, in line with the agreed school-church policy, the chaplain assumed supervision of the student council, a much-elected and little-used group, and turned the direction of the assembly over to this body. The result was a varied plan for

each four-week period, with one departmental program presented by the students, a discussion of student problems with a panel made up of four to eight students, a teacher and the chaplain; one speech by the chaplain on current events, or problems of adolescent interest; and one service held in the church. The last caught up the values of the other assemblies, identifying them in terms of formalized religion.

This feature gave many young people a chance to gain experience as speakers or performers, gave some their first taste of organized worship, furnished an outlet for the youthful author, playright, or scientist, and gave the faculty a chance to help the introvert gain appreciation for his efforts.

The second point of cooperation is found in the mental hygiene course, an elective conducted by the superintendent and chosen by almost every senior. The teacher does excellent work in pointing out the integration of religion in all avenues of life and frequently asks the chaplain in to lead class discussion and present a series of lectures relating mental hygiene and the Christian philosophy of life.

A third technique is the community fair, which is the pioneer in its field in Michigan. The enterprise is controlled cooperatively by two groups—one of adults, one of students. The entire school is utilized for space for commercial and agricultural exhibits. The fair lasts two and one-half days and draws an attendance of about 3,000. The program is a mixture of student talent in music and drama, plus lectures on subjects of rural interest by authorities from Michigan State College. The church building is used for programs and dining facilities, and the church is represented by a display of programs, religious literature, music, and religious education materials. The fair represents a high type of youth-adult cooperation, building better relations, furnishing experience, and offering chances to shoulder responsibilities.

A fourth cooperative technique is the adult education plan of the community. Once a month a community night is held in the high school with dinner served by the church ladies. The best speakers in the state are secured to lead discussions in mental health, science, and local, national, and international problems. High school students cover the speeches in connection with their school work and students are often used in choirs, plays, as soloists, or to introduce the speakers. The young people feel that they are entrusted with real responsibility and have the fine experience of meeting and conversing with men who are often famous in their fields.

Still another cooperative effort is our attempt to bridge the gap between rural school and high school

and between high school and college. The first phase brings virtually the assembly set-up to eight rural schools as the pastor travels among them, using the same approach worked out in the high school. The work is wholly nonsectarian with a complete freedom from the tricks sometimes employed by preachers to gain a return for a particular church. As such, the writer acts as go-between for the incoming freshmen and the faculty. The majority of the last graduating class were friends of the pastor from the eighth grade in school and were introduced and helped in school situations because of his link with the faculty as chaplain. Next year we plan to have the high school student council direct the work of visitation as another outlet for student initiative. We also plan to have the school authorities invite each new student and his parents to the community church for a high school recognition service, which will serve to focus the attention of student, parents, and community on their common educational task. In the afternoon, after a dinner served in the school, the philosophy of the school and its traditions will be placed before the guests by the faculty. This will be a splendid opportunity for board members, faculty, parents, and new students to become acquainted with their purposes and with one another.

The preceding school-church method grew out of our very successful college recognition service, which is held on the second Sunday of each September. Students about to leave the community for college are special guests and the speaker is usually a professor or administrator of one of the nearby colleges. This service is not unusual, but its sequel is. It is followed by a personal visit of superintendent and pastor to each college where local youth are in attendance, meeting them first collectively and then in private interviews when requested. All phases of the adjustment of the rural student to college life are checked.

The result is a community attention for the student which makes him feel a new identity with his home section. We are now seeking a practical method of giving similar recognition to young people who do not go to college.

Still another method of cooperation grew from the church to the school. For several years it has been the custom of a large number of people from Pontiac to visit the small town, worship with the congregation, eat dinner with the local group, and spend the afternon in a program followed by games and swimming. This visit has been returned each year, a large group of youngsters traveling 100 miles to the industrial city, worshiping in a large church, and visiting factories, schools, and places of interest. Although the event came into being

without planning, it is now being seized on by the city and country groups to make new friends and to exchange views of youth in the two very different environments.

A boys' club for those between 10 and 14 is another method of school-church cooperation. This group is a democratically controlled organization which functions independently of church or school, but uses the facilities of each on permission. There are no qualifications or eligibility rules for membership based on church attendance or scholarship. Rather it was agreed by the boys themselves that the aim was to "turn out good fellows." Their activities include hiking and handicraft, but center around basketball and baseball in season. The group, under the direction of its officers, has earned money to support its program and purchase athletic equipment.

The final method of church-school cooperation, which infiltrates almost all the others, is that of personal and group counseling. Administrators, faculty, and pastor work in common, often counseling together with the student.

These facts are reported humbly and with a realization that they may be duplicated in many situations. The plan has been made to work in almost ideal circumstances, in an unusual little town, and in a school situation with a board, superintendent, and faculty with an unusually high standard of character and community devotion. The church as the other partner in the cooperation is unusual as it is the only religious institution in the school district and is a new organization with no entanglement of traditions. However, the writer, as one of the cogs in a machine which suffers the frequent breakdowns which come with anything new, has the firm conviction that many little towns like Addison can bring about similar cooperation among their institutions of community service.

[*Laurence J. Taylor is Pastor of the Community Church, Addison, Michigan. Reported from the* American Citizen, *VII (September, 1940), 23-31.*]

FOR 15 years, the Boise, Idaho, banks have acted as salary-paying agencies for the public schools. At the opening of school, each employee receives a statement of salary and payments are made monthly in the form of credits at the banks.

THE PLACE OF EVALUATION IN MODERN EDUCATION

RALPH W. TYLER

In the Elementary School Journal

BECAUSE of the rapid increase in the use of the term "evaluation" there is danger that the word will lose definite meaning and become a symbol for the latest educational fad. We need a clear understanding of the word, because the problem of evaluation in education is complex, for several reasons. Applied to the school, "evaluation" means the process by which we find out how far the objectives of the school program are being realized. But there is much disagreement about the school's fundamental objectives and they are frequently vague. Further, it is not always easy to obtain valid evidence about the attainment of these objectives. And finally, the task of summarizing and interpreting the results of an evaluation of the school is complicated. Summaries of educational evaluation are needed for pupils, parents, teachers, administrators, and patrons.

What purposes may a program of evaluation serve? One purpose is to provide a periodic check on the effectiveness of the school and thus to indicate the points at which the program should be improved.

A second important, and often unrecognized, purpose of evaluation is validation of the hypotheses on which the school operates. For example, many curriculums are based on the hypothesis that pupils will develop adequate writing skills if this responsibility is left entirely to the English department. Careful appraisal has shown that this hypothesis is seldom, if ever, valid. Similarly, the mental hygiene program of many schools is based on the hypothesis that provision of a well-trained guidance officer will eliminate pupil maladjustments. Systematic evaluation has shown that generally one officer has little effect unless much supplementary effort is devoted to teacher education and to revising the curriculum at points where it promotes maladjustment.

A third purpose of evaluation is to provide information basic to individual guidance of pupils. We need to appraise all the significant aspects of the pupil's accomplishment. Merely the judgment that he is doing average work is not enough. We need to find out more accurately where he is progressing and where he is having difficulties.

Evaluation's fourth purpose is to provide a certain psychological security to the school staff, to pupils, and parents. The responsibilities of the school are broad, and often the school staff worries and doubts whether it is really accomplishing its major objectives. Without systematic evaluation, the tendency is for the staff to retreat into activities which may be unimportant but

which give results that are tangible.

Finally, evaluation provides a sound basis for public relations. Criticisms of parents and taxpayers can often be turned to cooperation if concrete evidence of the school's accomplishment is available.

The five purposes listed above are too often neglected. At present, the purposes of evaluation most often emphasized are the grading, grouping, and promotion of pupils, reports to parents, and financial reports to boards of education. A comprehensive program of evaluation should serve a broader range of purposes than these.

Appraisal of a school's work should be made in terms of the objectives the school is expected to attain. This principle is often neglected. The collection of data without reference to fundamental objectives is not evaluation. Data about school enrolments and per-pupil costs, for example, are not evaluation data unless they are clearly related to the objectives of the school.

Since the fundamental objectives of the school are educational, valid evaluation data will indicate how far significant changes are taking place in the pupils. Despite this principle, we frequently "evaluate" the school by checking processes and procedures instead of results. The school is rated "good" if it employs a guidance officer, maintains a large library, follows a single salary schedule, and so on.

The chief defect of most evaluation programs is their lack of comprehensiveness. They do not provide evidence about all the important changes in pupils that the school seeks to accomplish. The testing programs now used seldom include any appraisal of the pupil's development of effective ways of thinking, desirable work habits and study skills; his acquisition of desirable social attitudes; the increasing range and maturity of his interests; and the deepening pattern of values to which he gives allegiance. Further, we lean too heavily on written examinations, a few objective tests, and the subjective impressions of teachers. Many other appraisal devices could be used: questionnaires, check lists, interviews, products made by the pupils, lists of pupil activities, records made by instruments—movies, sound recordings, etc. The schools need to cooperate with the test-makers to develop a much wider range of evaluation techniques that will get at some of the less commonly appraised objectives.

[*Ralph W. Tyler is Chairman of the Department of Education at the University of Chicago. Reported from the* Elementary School Journal, *XLI (September, 1940), 19-27.*]

VOCATIONAL PREPARATION IN A RURAL HIGH SCHOOL

EDGAR M. FINCK

In the Teachers College Record

AT Toms River our idea is that *every* high school curriculum is vocational—that the purpose of each is to make the student a useful, selfsupporting member of society. If the college preparatory curriculum is regarded as preprofessional, it is vocational. We preach emphatically that only those students for whom it is vocational should elect it. Other curriculums are provided for students with other vocational plans.

As far as we can control it, every election is based on a probable future vocation. Students make an intensive study of vocations in the eighth grade and many of them reach at least tentative decisions. As a result, our students are now divided 30 percent college preparatory, 30 percent commercial, and 40 percent vocational in the narrow sense of the term. The college preparatory group is still too numerous, since we know that not more than 10 percent of our graduates will enter college.

At present we offer eight curriculums: college preparatory, bookkeeping, stenography, fine arts, and four so-called vocational curriculums—home economics, agriculture, auto mechanics, and carpentry. Enrolment in the fine arts curriculum is very small, and it is continued only because we have had rather good fortune in placing graduates as commercial artists.

Each curriculum has two objectives and these are stressed, reiterated, hammered home by the administration to the faculty, by the faculty to the students: (1) a marketable skill, (2) a set of good work habits.

We are thoroughly convinced that earning a traditional diploma by amassing a given number of credits is a hollow achievement. The day has passed when it sufficed for a job-seeker to say: "I have a high school diploma." Any graduate may say that. We want our graduates to be able to say in addition: "I can milk your cow." "I can repair your automobile." "I can paint your house." "I can, I can, I can."

But mastery of a marketable skill is not enough. Coupled with it must be a set of habits and attitudes—integrity, loyalty, reliability, courtesy, respect for authority, selfrespect, ability to cooperate.

These two things, a marketable skill and a set of good work habits, are more important to employment than a diploma. Half a dozen diplomas will not compensate for their lack. These are the things we strive for with each student in each curriculum.

Our school day includes six 50-minute periods and a 30-minute activity period. All classes meet every day, every week. Home economics classes meet for two consecutive periods daily; agriculture, three consecutive periods; auto mechanics and carpentry, three *clock hours* each day. Given a vigorous teacher and interested students, a real vocational competence can be developed during these hours over a period of three years.

Each of our four vocational courses is diversified. Home economics is taught in a cottage which duplicates home conditions. The girls paint woodwork, varnish doors, fashion draperies, entertain guests, renovate furniture, preserve foods, launder, budget, sew, cook, etc. Auto mechanics includes tractors, marine motors, pumps, and various farm machinery. Agriculture stresses poultry, but includes truck gardening, small fruits, and floriculture. Carpentry embraces painting, wiring, cement work, boat building, some steam fitting, as well as general carpentry. The justification is that this is a nonunion community and a summer resort. The need is for general mechanics rather than specialists. We know from extensive study that 85 percent of our graduates will remain in the county.

There are no standards of admission to a vocational course. We take all comers. We realize that students differ in ability and that to become a competent auto mechanic, for instance, a student must have intelligence. But there are low-grade jobs in every vocation. A boy may never become a good auto mechanic, but he may become a good service station attendant. The girl may never operate a tearoom, but she may be an excellent waitress, or a child's nurse, or a home-maker.

Take the student, not where he may, might, could, would, or should be, but where he is. Help him to adjust himself so that he makes the most of his potentialities and emerges from school with some sort of marketable skill, with services to sell, and a set of desirable work habits, so that he can keep a job when he has found it, and you have given the student, not everything he needs, but the absolute essential, the *sine qua non* of selfrespecting American citizenship, the ability to be selfsupporting, the readiness to work.

[*Edgar M. Finck is Supervising Principal of the Dover Township Public Schools, Toms River, New Jersey. Reported from the* Teachers College Record, *XLII (October, 1940), 73-76.*]

WHERE STANDS YOUR SCHOOL?

EDUCATIONAL POLICIES COMMISSION

In Learning the Ways of Democracy

THIS material is offered as a guide to the study and improvement of schools with reference to their work in developing among young people an intelligent and active loyalty to American democracy. We begin by identifying three levels of excellence.

First, there is the *routine level* of schooling. Most of its procedure is determined by tradition. Given the assumption that a venerable custom is necessarily a good one, it is often easy to rationalize conduct into line with professed objectives.

Second, there is the *imitative level* of schooling. This school is determined to discard tradition so it looks about for some other school that has broken its shackles and follows eagerly along. This new level may or may not be superior.

Third, there is the *constructive level* of schooling. Here venerated usage has been displaced by the standard of experimental success.

All schools partake in some measure of the characteristics of these three levels. However, judgments regarding the approximate position of a particular school are possible, especially if some division of the school's activities is made as a guide.

For the purpose of examining civic education programs, a classification using the following six areas might be utilized:

1. *The course of study*—What is taught about democracy?
2. *The teaching methods*—Classroom experiences in democracy.
3. *The student life*—Democracy outside the classroom.
4. *Community activities*—Participation of school youth in the civic life of the community.
5. *School administration*—Democracy in policy-making.
6. *Evaluation of results*—Testing the achievement of democratic citizenship.

How may a school be located within this plan? Following are a few illustrative questions which will serve to define the levels in the area mentioned.

1. *The course of study: routine level*—Does your school offer a course of study in citizenship education which has been accepted largely on the basis of tradition? Does it stress memorizing information *about* democracy as a substitute for democratic behavior? Does it teach large amounts of detailed factual material, simply because these facts are conveniently available in a few books? Does it shy away from relating social studies to current social issues? Is its teaching equipment limited largely to textbooks? Is civic instruction left exclusively to the social studies classes? Are all other subjects exonerated from responsibility

for citizenship training? If you must answer "yes" to these questions, you have a routine school as far as the course of study is concerned.

The course of study: imitative level.—Does your school collect citizenship courses of study from other places, far and near, and copy uncritically their "units," "problems," "activities"? Do you lack a coherent plan and a constant purpose in selecting and arranging the elements of the citizenship course of study? Do you have a good deal of new teaching materials, films, pamphlets, recordings, and the like, but no clear scheme for utilizing these tools in shaping good citizenship? In your desire to teach everything that everyone else thinks is important have you sacrificed thorough teaching of citizenship essentials? Do you encourage democratic busywork at the expense of hard study and straight thinking about the nature of democracy itself? If so, your school has reached only the middle level of effectiveness; it is an imitative school as far as its course of study is concerned.

The course of study: constructive level.—Do you derive your course of study in citizenship from the civic problems which are faced by young people and adults today? Do you critically analyze course-of-study material from other schools in order to determine its applicability to your students? Do you select and organize teaching materials which illuminate the crucial current issues of democratic citizenship, such as the safeguarding of civil liberties, economic adjustments necessary to political democracy, and the preservation of human worth and dignity in an industrial society? Do you refuse to be stampeded into making sweeping, general revisions in your course of study until the evidence will justify such measures? Do you search for such evidence by experimental modifications in your course of study? If you can honestly answer such questions as these in the affirmative, you have a school at the constructive level, with respect to the course of study.

2. *Teaching methods: routine level.*—Are your teaching methods a general average of the way in which you were taught in high school or in college? Do you take it for granted that the teacher must do all the planning and most of the talking? Are there social distances between students and faculty and between groups of students, gulfs across which a friendly voice rarely calls? Do you encourage intense and continuous competition among students? Do you avoid the discussion of controversial questions or of questions on which the students might justifiably differ from the teachers? Do you emphasize the totalitarian virtues of uncritical, instant obedience? Are you more concerned with keeping your stu-

dents under control than with helping them to grow in selfcontrol? If so, you may have a very good school in other respects, but you are not creating by example the qualities of democratic citizenship.

Teaching methods: imitative level.—Do you teach by the "activity" method or by some other new formula without knowing why? Is your school frequently upset by far-reaching changes in teaching method, handed down to you without adequate explanation and study? Are you aware of the shortcomings of traditional methods, eager to have better ones, and vigilantly watching to see whether the school in the next county or in the nearby city will develop these new methods for you? Though you are now only on the imitative level you have at least developed a willingness to change for the better. That is the better half of the battle. Now is the time to consolidate your position and prepare for the next advance.

Teaching methods: constructive level.—Do you prize beyond all measure the individual worth of the personality of each student? Do you set a steadfast example of respect for other people? Are you inventive in developing opportunities in which your students may work together for the general welfare? Do you give students a chance to share in planning and evaluating their own work? Do you help them to solve problems by appealing to reason, sound evidence, and good will? Do you hold them responsible for delivering results as a condition of their freedom? Are you permitted, within bounds of good taste and tact, to discuss in your classroom any problem which is important to these young citizens and to their future welfare and happiness? Is your teaching so conducted that it *is* democracy? If so, your school is functioning at the constructive level in one of the most important aspects of citizenship education. You are doing in a superlative way your essential part in preserving and improving the American democracy.

3. *Student life: routine level.*—Did you set up a plan of student government in your high school and then leave it to run itself? Do you regard student life outside of regular class hours as no particular business of the school? Is the one really big and important student activity the interscholastic athletic contests? Do most of the members of your faculty regard student clubs as a waste of time that might better be spent in home study? Do they regard student government primarily as a useful accessory for securing conformity to school regulations? Are your school social functions chiefly for the social elite of the school and the community? If the answer to these questions is "yes," your school is functioning at the routine level. You have made the barest beginning of extracting from the extraclassroom

activities the great potential civic values that reside therein.

Student life: imitative level.—Have student activities grown up rapidly in your school, but grown without plan or purpose? Do you introduce new student activities because other schools have them rather than because your students need and want them? Do you swing between the extremes of a benevolent dictatorship over student life (in the name of efficiency) and complete abdication of responsibility (in the name of democracy)? Are your student elections primarily beauty or popularity contests, lacking real issues and exhibiting the seamy campaign practices of adult politics at their worst? Are your student courts concerned with punishment, careless about prevention? Are you constantly trying to modify the rules and bylaws so as to make your student activities more valuable, and are you constantly disappointed by the results obtained in this way? If so, you are still operating this part of your citizenship education program at the imitative level. But, in being willing to break with the past and to try out new procedures, your school has made a beginning.

Student life: constructive level.—Have you developed out-of-class activities in terms of the needs of your students and your communities? Is the student activity program a fully recognized, highly prestigeful part of your school's work? Do you use student activities as laboratories of civic education so that the line between curricular and extracurricular is indistinguishable? Is the school paper a means for forming and informing public opinion on school and community problems? Are your student elections conducted with high standards and based on real issues in the work of the school? Do you extend to student organizations all the freedom they can take, stopping, however, before the point where practice is given in undemocratic procedures? Are your student clubs conceived and operated in terms of service to the group and enrichment of individual lives? Do you protect your student activities from exploitation by commercial or other special interests? If you can answer "yes" to questions like these, your school has achieved the constructive level in one of the most difficult yet most rewarding phases of citizenship training.

4. *Community activities: routine level.*—Is your school insulated by ignorance and indifference from the surrounding community? Does your school consider that the effect of community life on the students is none of its affair? Do you accept with resignation the evil effects which some community contacts may have on your students? Is your faculty only vaguely aware of students' home conditions? Do you know little about the libraries, settlement houses, health clinics, housing proj-

ects, playgrounds, and other agencies which serve your students? Do you direct the attention of your students inward toward books and papers, rather than outward toward human needs and problems? If so, however excellent the job your school is doing in a narrow field, it is missing a glorious opportunity for wider service. It is functioning at the routine level in community activities. To rise above that level will require that you do some things that are different and difficult.

Community activities: imitative level.—Do you have frequent excursions into the community for the students in your school? Do the students regard these excursions merely as a lark? Does the faculty regard them as a necessary but unpleasant interference with "regular" duties? Are such activities only vaguely related to the classroom instruction? Do the students on these excursions admire or deplore what they see, as the case may be, but fail to draw conclusions or to develop programs of action? Is your school very busy with good deeds for charity's sake, but little concerned with the conditions which make charity necessary, or with possible remedies for these conditions? If so, your school is at the imitative level. You have the community activities but not the community action. You have only the scaffolding, within which a genuine use of the community for civic education is yet unbuilt.

Community activities: constructive level.—Are the students in your school learning at firsthand about the social and economic conditions of their community? Do they have opportunity and encouragement to do something about these conditions? Are they guided in their appraisal of community needs by applying accepted and valid standards of democracy? Does the community profit by the study and work of these young citizens? Do your community studies seek to penetrate beyond surface conditions to the deeper issues of cause and cure? Do your students themselves initiate, plan, and carry out many projects of value to their community? If so, you have a school at the constructive level. You are in the vanguard of a forward moving democracy. Your school is not likely to lack public support, because its relation to the public welfare will be visible on every hand.

5. *School administration: routine level.*—Do teachers in your school always wait for instructions before varying one iota from the standard procedure? Do they feel that the making of educational policy is a job for some one else—anybody else except themselves? Do the administrative officers doubt the good judgment of their own staffs? Do they take the public into account but never into confidence? Would they be shocked at the idea of consulting the students themselves on

any important question related to student life? Is the program of professional study and growth legislated in the superintendent's or principal's office? Are teachers' organizations discouraged and their activities limited? If your school gives rise to affirmative answers to questions like these, it is jogging along at a routine level. It is trying to teach democracy by precept alone.

School administration: imitative level.—Has your school built elaborate machinery for democratic policy-making but little enthusiasm for making that machinery work? Is there confusion and wasted effort because of failure to distinguish between policy-making and executive functions? Do you have endless and innumerable committee meetings on unimportant details while really important matters are settled by small groups meeting behind closed doors? Are the teachers organized in so many different groups that effective and united action is difficult? Have your attempts to achieve democracy resulted in uncertain responsibilities, bungling administration, or other symptoms of inefficiency? If they have, you have been looking for democracy in the wrong places. Your administration has acquired some of the forms of democratic procedure but it still moves at only the imitative level of efficiency.

School administration: constructive level.—Does your school morale improve with every expansion of the base of participation in policy-making? Do teachers feel that their opinions really count on important questions? Do the teaching and administrative staffs work in harmony because they have a common vision of the job to be done, a generous sharing in deciding the best way to do it, and mutual respect for each person's contributions? Does the lay public participate in the discussion of citizenship education and cooperate in carrying it forward? Is there a two-way street for the flow of ideas between the public and the teaching profession? Are teachers' organizations themselves examples of efficient democracy? Do students also share generously in the processes of discussing and deciding educational policy? If your school gives a positive answer to questions like these, it is on the constructive level in school administration. It has created a favorable environment for the process of citizenship education.

6. *Evaluation of results: routine level.*—Is outstanding ability in the mastery of subject matter the only means of winning scholastic approval in your school? Are the examinations based exclusively on the textbooks? Are the students kept in practically complete ignorance as to why the things they are asked to learn are important? Is the testing regarded as an end in itself rather than as a means of guidance? Do the examinations, grades, and report

cards emphasize civic information, rather than civic ideals and attitudes? If so, your school's program for evaluating the results of civic education is at the routine level. Instead of helping you, as it should, to do a better job in civic training, the evaluation program is a stumbling block.

Evaluation of results: imitative level.—Does your school collect and administer a great many "new-type" tests, score-cards, profiles, and the like, without being quite sure what to do with the results? Do you award a grade in "citizenship" which is really the old-fashioned "deportment" mark under a new name? Are your files filled with elaborate student records which you do not know how to use? Are you eager to find a new method for evaluating the outcomes of civic training but uncertain as to the outcomes you would like to attain? If so, you are on the right track but headed in the wrong direction. If you would rise higher with reference to evaluation you must look to your purposes *before* you try to improve your measurement of results. You cannot deal with the question of educational purposes by adopting any particular system of evaluation. Your school is still working at the imitative level of efficiency.

Evaluation of results: constructive level.—Has your school based its program of evaluating results squarely on a clear statement of valid purposes? Do you use objective tests when you can, yet remain willing to teach for results which cannot be objectively weighed? Does everyone connected with the process of evaluation, including the students themselves, understand its purposes? Do you make full use of expert skill in developing techniques of testing outcomes? Do you make all the testing in your school a valuable educative experience? Is your testing concerned with maintaining the highest possible standards of competence on important matters of civic information and skills? Are you concerned with rate of growth toward desirable civic standards? Are your examinations gateways opening on new fields of learning rather than barriers to keep people in their places? If you can answer "yes" to such questions as these, your testing and your teaching are becoming unified into a single process. You have a method of constructive evaluation suitable to a democratic school and a democratic society.

Teachers, administrators, school-board members, parents, and members of the general public often wish for some simple measuring device by which the quality of their schools might be "scientifically" determined. No such yardstick has been presented here. Education is too complex, its effects too diverse and long-delayed, its applications too intensely personal, and its pur-

poses too broad for appraisal by simple formulas.

The judgments which may be recorded with reference to any particular school can be no better than the information, impartiality, and competence possessed by the person recording the judgment. The ultimate purpose of this material is to encourage selfanalysis, with a view to securing better civic education. Any evaluation which failed to emphasize the improvement of practice would be a complete misapplication of these pages. They will become of value chiefly in proportion to the amount of constructive thinking and action they stimulate.

[*Reported from Chapter IX,* Learning the Ways of Democracy, A Case Book in Civic Education. *Washington: Educational Policies Commission, 1940. Pp. 463-78. This material is copyrighted by the Educational Policies Commission and may not be reproduced in quantity without proper arrangement with the Commission.*]

NEARLY one-half of the high school graduates wanting to work their way through college cannot find employment and consequently do not enter any college, according to the results of a five-year study completed by Professor A. C. Payne of Indiana State Teachers College, and faculty director of the National Youth Administration.

Included among those unable to find work to finance their continued education are many of the best academic possibilities. Professor Payne began his study in 1935 to determine how many prospective freshmen who are unable to obtain National Youth Administration employment do not go to college anywhere. Professor Payne's studies show that 55.4 percent of those not on the NYA rolls did not enter or remain in a college or university.

If high school graduates do not enter college sometime during the first year after their graduation, it is not likely that they ever will enter college. He indicates that the percentage of non-attendance in college of those denied National Youth Administration assistance is rising. In 1937 it was 46.7 percent, in 1938, 43.1 percent, and 1939, 55.4 percent.

The survey covered college enrollments totaling 16,504, and National Youth Administration enrollments of 3,454.

Students on National Youth Administration have been the most outstanding single group of students on the Indiana State Teachers College Campus so far as grade making is concerned.—*School Life.*

IT'LL COME IN HANDY SOME DAY!

SAMUEL TENENBAUM
In the Clearing House

DEEPLY rooted is the belief of the teacher that what she is teaching "is good for the child and will be useful to him later in life." This conviction is more than a belief; it is like a faith, almost like a religion. It is responsible, in my belief, for the most dastardly things done to children. And in the process, the teacher suffers, too.

I have seen a teacher go into tantrums because a dull child could not do an arithmetic example with 376 as the denominator of a fraction.

"But Miss So and So," you say, "why does the child need to know it?"

Miss So and So looks at you horrified, as though you were a traitor to youth.

"The child *should* know it!"

"Why?" you insist.

"It's good for him. It'll Come in Handy when He Grows Up."

It is the old argument, and you are powerless against it.

You ask: "How often have you had occasion to use a fraction with so large a denominator?"

Miss So and So thinks hard and long. Then a glint comes into her eyes. Once, she says triumphantly, she had to do statistics in a measurement course.

You begin to tell her that this child she is torturing, who is dull ("Very, very dull," she agrees heartily), will never take a college course in statistics, that what he needs more than anything else is kindliness, understanding, and sympathy. Then he can grow up to be a decent, social man, happy in a job that does not require more than the minimum essentials in reading and writing.

But this is treason. Recently I watched a dull class being taught foreign exchange. (I do not mention bright classes, who at least manage to understand what is set before them, useful or not. I confine myself to the dull pupils, who are called names, and made to feel like defective, third-rate merchandise.) The teacher hammered away at the rise and fall of money, controlled currency, par and below par, but the children were listless and unhappy. At the end of the period she said irritably: "They can't understand a word. It's always the same."

Present at the lesson was a pupil-teacher who was shortly to take an examination to teach economics in high school. She came up and said: "Would you mind explaining this to me? I've been reading several books on the subject, and I haven't got it down yet."

The regular teacher was most cordial and sympathetic. "Yes," she

agreed, "it is difficult to understand." Thereupon, she proceeded, with the help of a blackboard, to explain. She was at the job for a whole period.

I asked her afterward: "If a prospective teacher, with a Master's degree in the subject, can't understand it, why should you want to plague those innocent boys and girls with it?"

She drew herself up indignantly: "But it's a very important part of economics."

"That's probably true—but certainly not for this class. It isn't necessary for these children to know such technical phases of the subject."

Here she bristled. "Of course they should know it. It Might be Useful to Them Some Day."

"How often have you had occasion to use this knowledge of foreign exchange?"

Apparently never. But she remembered that she once had a friend who sometimes sent her relatives in Russia remittances of American dollars. At this point I retired from the argument as gracefully as I could and let her have the field to herself.

In our city a new course of study is being developed, intended primarily for the new type of high school student who cannot fit into the old type of curriculum. When the chairman of the committee asked: "Should power be included in our course of study?" I ventured the opinion that it was important and should be taught, but not in its technical aspects—turbines, overshot and undershot wheels, the transmission of high-tension electric current, and the like.

"But students should know that," he insisted. "How can they be intelligent citizens if they don't know?"

"It's so difficult," I protested. "They couldn't understand it. At the end, they'd hate the sound of power and the mere thought would make them nauseated." I went further and made a personal confession: "I've gone through several high school texts on the subject of power, and I had a devil of a time trying to figure it out."

I thought that would clinch the argument. But, unexpectedly, a gleam of triumph shone from the chairman's eyes:

"That's just what I've been contending. That's why I insisted that the syllabus explain the subject in detail. The other members only wanted the topics mentioned. But I thought that for a new teacher the material is difficult and she should be helped."

"You expect a new teacher to take four or five terms to get to know the subject," I pointed out, "but you expect the student to get it the first term."

"But how can one understand power, the basis of civilization,

without knowing how it is obtained?" he insisted.

I gave up. It was the old familiar faith, "This which I am teaching is good for the child, regardless of whether it is within his comprehension or not, within his needs or not. He Might Use It Some Day."

To appreciate and make use of something it is not necessary to know how it is made or even to understand it. It may be desirable to know, but it is not essential. If educators realized this and really believed it, a great deal of the stress and strain between child and teacher would disappear.

The fact is obvious. Do you have to know the mechanics of an ocean liner in order to go to Europe? Do you have to know how to build a house in order to live in one? Do you have to know how to weave cloth in order to wear a suit?

Why don't we start teaching our children Chinese? It might do them good. Why don't we teach them how to live in a jungle? They might be stranded in one some day. Why don't we teach our children to stand on one leg? Who knows but that some day one might be precariously balanced on the edge of a precipice, and his mastery of this skill might be the means of saving his life? Who knows what will "come in handy." No one knows. There is no limit to such a curriculum. One can go on forever.

Is it still useless to point out what Thorndike made clear a generation ago—that most of the things we teach will be forgotten anyhow? What will remain and have a permanent effect is the understanding of the teacher, and the way he tried to help the child with his present and immediate needs—and not with improbable future ones.

[*Samuel Tenenbaum teaches economics in Girls' High School, Brooklyn, N. Y. Reported from the* Clearing House, *XV (October, 1940), 67-70.*]

CHILDREN listen to the radio on an average of 2.1 hours every day. This was discovered in a survey of 16 counties in Indiana made by the University Radio Workshop, Indiana University, in cooperation with the U. S. Office of Education and the WPA. Only one teacher in five exerted any influence on the listening habits of children. One-half of the listeners regularly purchased the products advertised. News programs are most popular and popular music second.—*School and Society.*

OMAHA APPLIES DEMOCRACY

A. J. Foy Cross

In the Nation's Schools

REPORTING the 1939 convention of the American Association of School Administrators, *Time* remarked that "no citizens are fonder of praising democracy than the heads of this most authoritarian institution, the United States school."

It is encouraging to note that for some time we have been wondering why we keep trying to do it. Why do we think we can train young citizens to function in our form of society, to have confidence in democratic procedures, by merely telling them of democratic ideals and at the same time, at home and in school, training them for and habituating them to authoritarian procedures? Individual democratic citizenship will never reach its full stature if it is raised for the first 21 years of its life under a barrel with restricted freedom to think and act. Fortunately, there is evidence that many homes and some schools have awakened to the fact that the traditional educational procedures were born in an age and in a land in which authoritarianism was ideally right.

Since 1933 the Omaha schools have been engaged in a long-time continuous curriculum planning program. The guiding philosophy and general objectives of the curriculum were determined by an assembly or curriculum council in which not only teachers and administrators but parents and citizens were represented in a like manner and with equal status. This group determines the guiding principles for all curriculum planning and, so far as is practicable, specific objectives and procedures.

In the Omaha schools every teacher is a curriculum planner. There are no courses of study or detailed instructional guides to be followed. Small representative groups of teachers assume the task of interpreting and defining the recommendations of the curriculum council. These committees, whose members are temporarily excused from regular duty, define the general aims of education, analyze specific objectives and make general recommendations for planning curriculums that will attain those objectives. These definitions and recommendations find their way to the individual teacher through curriculum monographs and curriculum circulars.

These monographs and circulars, containing helpful suggestions and much illustrative material, become guides for the individual curriculum planner—the classroom teacher. The teacher, instead of following a course of study, adapts his instructional program as best he can to the group with which he is working.

The curriculum monograph, at once a challenge and an aid, does not tell him how or what to teach. It does help him to find out what to teach and how best to teach it to his particular group.

The teacher has further assistance from representative curriculum planning committees in his own building. As another aid, regularly scheduled and fully accredited classes in curriculum planning are conducted, and are supplemented by lectures and local institutes. A coordinating committee, including principals, teachers, and parents, has the function of evaluating the curriculum planning program and coordinating the efforts of the central planning committees.

The first year or two of the program were utilized in training the educational staff and the community in cooperation and participation. It takes time to convince those who have been swimming with water wings that they can stay afloat without them. Those who have had their planning done for them all their lives are often skeptical, if not reluctant, in accepting a program which insists that they do their own planning.

After approximately one year, the council had defined the functions of the elementary and high schools and several especially trained central committees were engaged in interpreting and stating in curriculum monographs the desirable pupil goals and activities for certain parts of the curriculum.

Among the most desirable outcomes of the new curriculum planning program the following are outstanding:

1. A no-failure policy and a new kind of evaluation. School work is judged in terms of child growth. Standardized tests are rarely used for instructional purposes. Testing is done to measure individual growth toward individual goals.

2. A new system of school-home reporting. Report cards are used less than informal notes to parents, and the new cards carry no grades and no reference to class norms. Each card deals only with reports and helpful suggestions concerning one child.

3. The establishment of a child-study service. A complete psychological service has been made available to aid teachers in adjusting the school program to the needs and individual behavior pattern of each child.

4. The establishment of a continuous 13-year program of educational and vocational guidance. Committees have planned a counselor's cumulative record system. Teachers were not forced, or even asked, to use this system during its period of development, but it is being used voluntarily and enthusiastically in every Omaha school building.

5. Teachers exhibit a new feeling

of responsibility for the educational growth of their pupils. Their responsibility is no longer merely that of "teaching" the course with which a supervisor has presented them. In fact, the Omaha schools no longer have any instructional supervisors. Supervisors—what an undemocratic term!—have been replaced by advisers in instruction, who are at the service of central and building committees and of individual curriculum planners. Likewise, the principal, once the building dictator, has become a coordinator and advisory officer. With a uniform purpose to plan a program that best fits the particular children concerned, 60 different schools have planned 60 different curriculums and 60 different types of organizations.

When curriculum planning became a democratic procedure and a cooperative project in the Omaha schools, there began a true visualization of the school program. Recently a teacher wrote in the New York *Times*: "The greatest danger that confronts education is not the meddling of business or the failure of public interest or the lack of funds, but the propensity of directing officers to build up rigid systems which have the pleasing quality of symmetry and order but which are destitute of spontaneity and life.

"Under the impact of this pressure, the run-of-the-mill teacher does his work acceptably, avoids trouble, and, finally, is pensioned to make way for others equally fitted to become only cogs in the splendid machine."

Long living with inhibition and fear may make one feel that it pays to keep his mind and his mouth shut. But when fear goes and confidence and hope come in, the vast sources of originality are uncovered for use in cooperative effort and we have the essence of democratic living.

[*A. J. Foy Cross is Director of Instruction, Omaha, Nebraska, Public Schools. Reported from the* Nation's Schools, *XXVI (September, 1940), 29-31.*]

CLAIMING that many students are forced to leave college because they can't handle their money properly, officials at Dickinson College, Carlisle, Pa., set up a Department of Student Finance this fall. Advice on loan funds, work opportunities, and budget-planning is given.—*Youth Today.*

THE DEFENSE TRAINING PROGRAM

In School Life

MORE than 100,000 persons were enrolled in federally aided defense-training courses carried on during the summer months in public schools throughout the country. Recent reports indicate, also, that this number will be considerably increased during the fall and winter.

Under the provisions of the federal defense-training legislation, which calls for the training of youth and adults for specific occupations essential to the national defense, and for which the United States Commissioner of Education is administratively responsible, two types of training are provided:

1. Supplementary courses for persons already employed in jobs essential to national defense or in closely allied occupations, for the purpose of improving their skill and knowledge.

2. Pre-employment refresher courses for workers selected from public employment office registers, to qualify them for employment in jobs essential to the national defense program.

Fifteen million dollars was appropriated by Congress in June, 1940, to cover the cost of the defense-training program, to be allotted to the states and territories according to their needs, without any obligation on their part to match the federal funds thus provided.

Special care is being exercised to assure that the training carried on under the defense program is given only in occupations found in industries that are essential to the national defense. These occupations will be determined by the Advisory Commission to the Council of National Defense. State and local boards of vocational education, in turn, in cooperation with employers, labor representatives, public employment agencies, and state and local advisory committees on which employees, employers, and educators have equal representation, will determine:

1. The jobs in the essential defense industries for which training is to be given.

2. The number of persons to be trained for each job.

3. The content of the courses in which training is to be given.

4. Those who are to be enrolled in these courses.

With a view to assisting state and local boards of vocational education in establishing programs of training, the United States Office of Education, with the approval of the Council of National Defense, has listed the industries which, insofar as they are engaged in the manufacture of, or in the maintenance and repair of products to be used in the national defense, shall be considered as essential to the training program for defense workers. These industries are as follows: Aircraft—manu-

facturing, maintenance, and repair; machine tools; shipbuilding— manufacturing, maintenance, and repair; automotive—manufacturing, maintenance, and repair; electrical; forging; boiler and heavy steel plate; foundry; light manufacturing; sheet metal; woodworking; chemical; ammunition; and light and heavy ordnance.

Special attention is given to the method of selecting enrollees for defense-training programs. The enrollees in supplementary courses must be workers who are already employed in jobs that are essential to or closely related to national defense. Recommendations made by the United States Office of Education for the guidance of state and local boards of vocational education call for the enrolment in these courses only of persons who are endorsed by their employers and by representatives of the trade unions.

Responsibility for administering the program falls on state boards for vocational education which in turn delegate responsibility for local programs to school authorities in the local communities. Before a state can put a defense-training program in operation, it must, as in the case of the regular vocational education program, submit a plan of operation to the United States Office of Education for approval. State plans covering defense training—

1. Provide for standards of teaching and supervision.

2. Provide for the setting up of advisory committees composed of employers, employees, educators, and other groups concerned in the program, whose function it shall be to offer advice and counsel in connection with the planning, establishment, and operation of training programs.

3. Provide for public supervision and control of the program.

4. Restrict enrolment in training courses to persons of legally employable age.

5. Provide that the instruction shall be of less than college grade.

6. Specify the kinds of courses to be offered.

7. Set up an estimated budget covering cost of training.

One of the advantages of the defense-training program is its flexibility. Courses may be given at any time during the day or night. In Connecticut, for instance, the state trade schools operate a day-school shift, and two additional shifts—one from 5 to 12 P. M., and one from midnight to 7 A. M. Similar schedules are followed in other states and in various cities, also. The length of the daily schedule and the length of the training period are determined by state and local boards of vocational education, depending upon the needs of the job for which training is given.

State, district, and other public-school boundaries are disregarded in making training facilities available

for existing and contemplated training needs.

A comparison of the plan followed in carrying on the regular program of vocational education with that followed in carrying on the defense-training program shows that there are three striking differences, as follows:

1. Federal funds provided for the regular program of vocational education are allotted on a matching basis. Federal funds for the defense-training program, on the other hand, defray the entire cost of courses—no matching funds being required of the states.

2. The defense-training program is limited to industries and occupations essential to the national defense, whereas under the normal program all industries and occupations are included.

3. Only two types of training are provided for under the defense-training program — supplementary courses to improve the skill and knowledge of persons employed in industries essential to defense, and pre-employment refresher courses to fit persons for employment in occupations essential to defense. Pre-employment refresher training is given in short, intensive courses of a much more specific nature than those offered in regular day trade schools.

[*Reported from* School Life, *XXVI (October, 1940), 4, 21.*]

THE following report from the *Pittsburgh Post Gazette,* September 23, tells of an interview published in a London newspaper with Miss Phyllis Warner, an English exchange teacher who taught in Pittsburgh during 1938-9:

She told London reporters she was "shocked" by the American schoolgirls from the age of 12 upward, who come to classes "lip-sticked, permanently-waved, and nail-varnished."

There is greater familiarity between teachers and pupils, she said, adding that the boys literally "back-slap" the teacher. One day, she said, she asked a boy to stay after school to finish some work. She was "shocked" when he answered, "Okay, Miss Warner, that's a date."

The pace of the American school day is "startling," the English teacher reported. The students have only 25 minutes for lunch and "it is saddening to have superb meals in the school cafeteria and no time to enjoy them." "So much," the London paper added, "for the health education of which we heard so often."

Another of Miss Warner's complaints was that classes continued thru the day until 3 P.M. or 3:45, "by which time the children were fractious and incapable of learning anything, and I was ready to go home on a stretcher."

VOCATIONAL TRAINING UNDER THE FAIR LABOR STANDARDS ACT

OSCAR W. ROSS

In the American Vocational Association Journal

AFTER several months of study the Wage and Hour Division, working in cooperation with the Department of Labor, the U. S. Office of Education, and various state departments of education, recently issued a set of regulations applicable to student-learners in vocational training programs. Special regulations were needed because students in vocational training are not exempted by the Act, nor is the Administrator given power to exempt them. The Act covers every employee who is engaged in the production of goods for interstate commerce, and the fact that a student is doing such work on a part-time basis in connection with a vocational training program sponsored by the public schools does not alter his status under the law. However, the Administrator is authorized to approve wage rates below the minimum for learners and apprentices.

The previous regulations define an apprentice as a person, at least 16 years old, who is employed to learn a skilled trade. His apprenticeship agreement with his employer must be in writing, and provide for: (*a*) at least 4000 hours of reasonably continuous employment; (*b*) an approved work schedule; and (*c*) at least 144 hours per year of supplementary class instruction in subjects related to the trade.

The regulations, on the other hand, did not specifically define the term "learner." A separate approach to the question of learners was made for each industry. After investigation and public hearings, findings were issued setting forth the terms and conditions under which employers in the industry could obtain special learner certificates, and the term "learner" was defined for the particular industry.

The training of vocational students in part-time employment raised a number of problems. Usually employers must be persuaded to train "co-op" students; they do not seek them out because their services are needed. And many employers are willing to cooperate, but not if the student must be paid 30 cents an hour. Accordingly, it became evident that special regulations were needed for part-time vocational students.

The new regulations define a student-learner as one who is receiving instruction in an accredited school or college, and who is employed on a part-time basis pursuant to a *bona fide* training program which is under the supervision of a state board of vocational education or other accredited body. The regulations provide certain safe-

guards against abuse of fair labor standards. Thus no certificate will be issued authorizing the employment-training of student-learners at subminimum wage rates:

1. When the issuance of such a certificate will impair established apprenticeship standards in the occupation involved or prevent the development of such standards.

2. When employment of student-learners will tend to depress wage rates or working standards, or to displace regular workers.

3. When the occupation involves no skill and requires no significant training period.

4. When training is confined to manual operations, without an organized plan of school instruction.

5. When training is confined to a single operation for the purpose of developing high production speed.

6. When the number of student-learners is more than a small proportion of an establishment's working force.

7. When the occupational needs of the community or industry do not warrant the training of new workers.

Wage rates over the period covered by the certificate must average not lower than 22½ cents an hour. In general, student learner certificates will be issued for *one school year only*. Applications for certificates must be filled out by the school officials, signed by both employer and employee (student-learner) and filed with the Wage and Hour Division in Washington, D. C. A separate application should be filed for each student-learner.

The application form calls for information regarding the training program. The Wage and Hour Division does not propose to pass judgment on the quality or adequacy of the instruction; this requirement is merely to satisfy the Division that the vocational training program is *bona fide* and not a device to provide employers with cheap labor.

The adequacy of the program will be judged by competent school officials. In the case of courses which expect to receive aid from Smith-Hughes or George-Deen funds the agents for state boards of vocational education will make the decisions.

The Division has issued bulletins on the coverage of the Act, which are available on request, and will gladly answer the questions of any in doubt about the coverage of the Act, or about the regulations. Address inquiries to the Wage and Hour Division, U. S. Department of Labor, Washington, D. C.

Oscar W. Ross is on the staff of the Wage and Hour Division, U. S. Department of Labor. Reported from the American Vocational Association Journal, *XV (September, 1940), 152-55.*

ADVENTURES IN ENVIRONMENT

CHARLOTTE BERKMAN

In the Instructor

OUR one-room rural school stands a few hundred feet from the main line of the Pennsylvania Railroad which skirts a narrow Ohio valley. No stores; few houses; a few farms whose owners are struggling against the limitations of steep hills and old farming practices. The air is filled with the unceasing throb of a compression engine forcing petroleum from the ground, and with the intermittent wail of train whistles. At night the sky reflects an unreal glare from the great steel plants along the Ohio River, five miles away.

The children are of old American stock—largely well-diluted Pennsylvania Dutch. The farms are no longer selfsupporting and the men work in nearby industries. The city, only a few miles away, has cast none of its sophistication over this valley, where rural and urban industrial currents meet but do not mingle. In this small human backwater, the children reflect the lack of provision for children's needs (or adults, for that matter) by clinging pathetically to the schoolhouse even after school hours. A light there late at night never fails to attract half a dozen children.

But there is richness in all this poverty: the geology of the unglaciated hills; the natural resources of coal, oil, and gas almost at the door; the steel mills nearby; the farms and woods; *and* the railroad. Trains pass every 10 or 20 minutes, and invariably the children stopped what they were doing to half rise from their seats or at least turn their heads, until the caboose had disappeared. The teacher took the hint; the railroad became the motivation and the core of an extensive program.

The nearest city library supplied us with a variety of books about trains. Railroad history was eagerly absorbed and interwoven with the nation's growth by upper-grade history classes. For geography, the children were encouraged to observe the passing trains. Was the train a fleet of "empties" or a slow, heavy freight? Coal going west, fruit in refrigerator cars coming from the Pacific Coast, livestock and meat from the corn belt and the great plains; iron and steel from the nearby mills—all these raw materials and finished products passing so near that they could be observed carefully!

The double tracks, unguarded by lights or watchman, presented a forceful safety-first lesson. There is no playing on the tracks and no crossing without wariness. The children even note and comment on how automobile drivers cross the tracks.

The red, yellow, green, black, and silver cars, and the engines trailing steam and smoke, stood out against the hills in their autumn coloring; against their darkness when the leaves had fallen. When snow came, the contrast was even more striking. In the art lessons suggested by the railroad, even the youngest child could participate, and did so eagerly.

It was not strange that oral and written compositions were stimulated by interest in the trains and their crews. The railroad motivated our rhythm work both in poetry and music.

So much for the railroad. Its potentialities are far from exhausted and will be utilized further as opportunities arise.

In geography class, it developed that the children had no idea what petroleum was, although in most of their homes waste oil from wells a few hundred feet away was used to kindle fires. Neither did natural gas, coal, or underlying limestones, sandstone, and shale, over all of which they lived, hold any meanings for them when encountered in our textbooks.

The father of one pupil, an exminer, was persuaded to give a talk during geography period. He had never spoken before a gathering in his life, but he gave such a simple, lucid description of the kinds and techniques of coal mining that an enthusiastic interest in mining was aroused. A local oil driller also was willing to speak to the children, answer questions, and conduct a visit to a well.

These talks achieved more than the mere giving of information. All the speakers were pleased to have been included in the life of the school. It was interesting to observe the increased respect in which the speaker's children were held after the talk. Working people often underestimate themselves, and are underestimated. Too often they are untapped resources of knowledge.

Afternoon hikes provided the children with specimens of underlying rock and a representative collection was made. In these outings was begun the invaluable habit of asking questions and receiving answers from the things that lie about us.

Flood control and erosion were two more subjects perfectly illustrated by the natural environment. The little creek, almost dry in the fall, becomes a dangerous torrent in early spring. The scars of erosion loom large on the landscape. However, one farmer is contemplating reforesting a hillside with seedlings from the state nursery, in which work the older boys will share.

The school has a playground, but there was no equipment. The city parks donated a retired tennis net and some ancient but usable volleyballs, the older boys cut down trees for posts, and a volleyball outfit

came into being. High school boys coach both volleyball and softball, and again there was a pleased willingness to serve the school. The ultimate hope is to make the school field a community playground.

The roadside on which the school stands is disfigured at intervals by kitchen middens from the adjacent houses, and the part across from the school had its share of luncheon debris. A cleanup patrol got under way, with the result that every child looks hawkeyed for an offender who throws litter in the wrong places. There had been a certain degree of vandalism toward school buildings and other property. Figures were procured from the school board showing the cost of maintaining the school, and used in arithmetic as occasion allowed. Since then a greater respect for books and equipment has been manifested. Thrift was taught by salvaging the accumulation of battered textbooks, by pasting, sewing, and even reprinting by hand missing words and parts of pages.

Any visitor is looked on as a potential source of help for the school's needs. The doctor arrived to give diphtheria antitoxin at the time the fifth grade was studying about water in hygiene. His talk led to an investigation of the local stream as a source of water supply.

The church is prominent in the community—in fact, it is the only center of community interest. This interest was used to stimulate an appreciation of the Bible as great and beautiful literature and as a tie-up with ancient history and geography. Music served as another bond between church and school. The children love music, and gladly learned songs for special occasions suitable for both church and school.

This piecemeal list of uses of the school's environment is only a beginning. Greater correlation and integration are necessary and are being sought. The larger the needs of a community, the greater the opportunities for satisfying them, and in this respect this community offers vast possibilities.

[*Charlotte Berkman is teacher in the Gould School, Mingo Junction, Ohio. Reported from the* Instructor, *XLIX (June, 1940), 10-11, 66-67. This article won first prize in the Environment Contest conducted by the* Instructor.]

STRIKING a new note: An extra month's salary was voted the 29 teachers and three janitors employed by the board of education at Horton, Kansas, recently. Tax receipts from a foreclosure sale and the sales tax accounted for the improved financial condition of the community.

THE TEACHING PROBLEMS OF 1075 TEACHERS

ROBERT A. DAVIS

In the Journal of Experimental Education

THIS study was carried on in representative Colorado schools. Approximately 1300 forms for teachers were distributed, with a return of 86 percent. (A few teachers stated that they had no problems.) Each blank requested information concerning grade, subjects taught, size of school, and years of teaching experience, and the teacher was requested to list specific teaching or learning problems that occurred with greatest frequency in his daily experience. It was suggested that such problems may fall among three categories: motivation, mode of presentation, or testing and evaluating —but we made it plain that we wanted to know about any *specific* problems that occurred again and again in the teacher's work. Some teachers may have been influenced by the representative types of problem suggested, but the report of concrete, specific problems was so generous that it is apparent that the influence of the form of the request was not generally misleading. It was believed that enough guidance should be provided to prevent digression from teaching problems. Even so, one teacher stated that her most difficult problem was "walking three miles to school," while another listed "hard water in the community" as her major teaching difficulty.

1. *Motivation* ranks as a problem of first magnitude for teachers of all types of schools. More than 25 percent of all problems mentioned fall in this category, and at the junior and senior high levels the frequency is over 30 percent. The significance of the problem of motivation is well expressed by a superintendent of 38 years' experience.

"Making pupils *wish* to learn—if this is done, the pupils will learn, no matter what texts or methods are used. If it cannot be done, the pupil will *not*, regardless of texts or methods. If someone would show me how to make pupils wish to learn I would feel that 90 percent of teaching difficulties were solved."

The reports reveal strikingly that teachers find it extremely difficult to motivate pupils beyond the point of merely "getting by." The following comment is typical:

"Motivation—not for making children want to learn, but making them desire to put forth effort to learn. They have a desire for knowledge, but they wish it to be presented to them by the teacher rather than to exert effort to acquire it for themselves. My classroom schemes for motivation are not sufficiently attractive to compete with the cinema, radio, and other external agencies which teach with facility and entertainment."

Some teachers deplore the lack of interest not only in school subjects but in life itself.

"The primary problem of education is interesting students in life in general. It is not in making them want to learn. It is a problem of getting them interested in anything. There are too many drifters in school and out."

"The apathy of the modern student is, I think, appalling."

"In all too many cases, the attitude of the pupil—a reflection of the philosophy of the society in which we live—is passive. The pupil seems to be saying: 'If I attend school for a certain number of years I shall be graduated. Any effort in the meantime must be put forth by the teacher.' "

Motivation as related to specific subjects receives much comment, and the problem seems to be particularly acute with dull students.

2. The problem of *testing and evaluating* ranks second in importance among the replies of junior and senior high school teachers and third among those of elementary school teachers. The problems occurring most frequently at all levels have to do with the construction of tests and setting up educational objectives. One elementary school teacher says:

"There should be a uniform system of testing. I feel that standard tests should be used in all grades and all subjects, and that every class and grade should have definite, prescribed objectives. My chief difficulty this year has been to formulate objective tests over the material we have covered."

Many teachers, particularly in high school, indicate problems in evaluating achievement in special subjects like art, music, etc. Some teachers want to know more about the use of tests: whether they should be given for purposes of guidance, or for the enforcement of standards.

Of the problems commented on in detail, those of marking rank first in difficulty. There is much dissatisfaction with the prevailing marking system. Teachers complain that the individual differences of pupils make it impossible to evaluate achievement in terms of conventional marks and that these marks do not tell the parent what he should know about the child's work. One teacher says:

"My greatest problem has been in the field of testing and evaluating. I feel that grades as a whole are not standard, and therefore have no specific value. My grade of *A* would mean the same thing to me that another teacher's grade of *B* would mean to her."

3. The *diagnosis and correction of pupil difficulties* rank second in importance among grade teachers and fourth among junior and senior high school teachers. Most of the problems reported were concerned with specific school subjects, such

as arithmetic and reading in the elementary school and history and science in the high schools. Reading difficulties are frequently mentioned in connection with other problems. A number of teachers had trouble planning remedial work on the basis of diagnostic tests.

Poor reading ability is probably responsible for a large share of pupil difficulties at all grade levels. Unfortunately, after he leaves the elementary grades, he usually receives little specific instruction in reading, and so the handicap tends to persist. A typical comment from a high school teacher was:

"Most students can't read. They get very queer interpretations of questions and copy answers at random, whether they fit or not. Where is the failing of modern education? Is it because of phonics and the new method of teaching spelling? Is it because too much stress is placed on extracurricular activities and too little on the three R's?"

Apparently textbook materials constitute a common problem. The comment of one fifth-grade teacher was typical of many:

"Most of the texts used, particularly those in the social science field, have vocabularies so far beyond the child's understanding that they seem to be written in a foreign language."

4. Problems of *presentation* rank third at the junior and senior high school levels and fifth at the elementary school level. A wide variety of problems fall in this classification: adapting materials to individual differences, presenting new materials so that they will be interesting and easily understood, preparing pupils for new materials, organizing subject matter for class discussion, the most effective method of teaching—whether lecture, demonstration, blackboard work, class discussion, etc. On the basis of the replies, it appears that each subject has its own problems of presentation. Problems mentioned most often are those of organizing subject matter, lack of supplementary material, and meeting the individual differences of pupils.

The following are problems having a relatively low frequency of occurrence:

a) *How to study.*

b) *Transfer of training.* This problem received considerable attention. Many teachers commented on the difficulty of instilling in the child desirable social habits, of getting him to carry over and use facts previously learned, and of developing a feeling among pupils that what they are studying is not isolated, cold, and abstract, but has a related utility value.

c) *Curricular and extracurricular activities.* A number of teachers commented that the curriculum was either too difficult for some pupils or impractical. Some raised a question as to the value of extracurricular activities and others complained of

their addition to an already heavy teaching schedule.

d) *Lack of materials and equipment.* This problem often seems to be really serious with teachers of special subjects—music, art, shops, etc.

e) *Discipline.* Problems of discipline related both to pupils in general and to individuals. A few teachers questioned the "new freedom" in the schools.

f) *Pupil participation in class.* This problem was more common in junior and senior high schools than in elementary schools. The problems mentioned included promoting participation from all pupils, striking a balance between pupil and teacher participation, and securing orderly discussion.

g) *Guidance, parent-teacher cooperation, and racial differences* were mentioned with least frequency, although a few teachers listed such problems as their most serious difficulties.

Conclusions: The problem of making children wish to learn is paramount. Problems of motivation have received much attention from psychologists and educators, but we do not seem to have made satisfactory progress toward the development of interests through teaching. Our efforts to vary and modernize the curriculum to meet the needs and interests of pupils have not resulted in the motivation that we expected. Poor reading ability is a complaint of all teachers from the first grade through the twelfth.

Many teachers believe that the schools are so overcrowded with curricular and extracurricular activities that it is impossible to do any job well. A good many other problems of which teachers complain can also be traced to the fact that the schools are pretty obviously attempting to do too many things. Where the schools were once concerned mainly with the development of intellectual qualities, they now attempt to provide for the development of all aspects of the child's personality, with the result that our efforts are diffuse and thinly distributed. Whatever the causes of current educational maladjustments, there is an obvious need for deciding on what we wish to do well.

Finally, at least two other conclusions may be drawn: (1) the newer education is having the effect of cheapening the general quality of the learning process; and (2) the organization and methods of the school encourage too rapid coverage of subject matter, resulting in a high degree of superficiality both in reading and in learning in general.

[*Robert A. Davis is on the faculty of the University of Colorado. Reported from the* Journal of Experimental Education, *IX (September, 1940), 41-60.*]

PERSONALITIES: **William P. Few,** president of Duke University, died at the age of 72 years on October 16. . . . **Donald M. Cresswell,** former editor of *Occupations,* has been named principal public information editor, Pennsylvania State Department of Public Instruction. . . . **Bertrand Russell,** who was barred from teaching at the College of the City of New York, has been named lecturer at the Barnes Foundation, Merion, Penna. The New York City Board of Higher Education has decided to drop the matter of Mr. Russell's appointment. . . . **Paul E. Elicker** has been named executive secretary of the National Association of Secondary-School Principals and the headquarters have been moved from Chicago to the offices of the NEA in Washington. . . . **Webster H. Pearce,** president of the Northern State Teachers College, Marquette, Mich., and former Michigan Superintendent of Public Instruction, died on October 10 following an illness of several months. His successor will be **H. A. Tape** of the faculty of the Michigan State Normal College, Ypsilanti. . . . **E. N. Dennard** has been newly elected as superintendent of the Marshall, Texas, schools. . . . **William G. Carr** has been appointed associate secretary of the National Education Association and **Frank Hubbard** has been appointed his successor as director of research. . . . **Charles R. Foster, Jr.,** of Rutgers University, has been named dean of the school of education at the University of Miami, Fla. . . . **Caleb H. Niles,** superintendent of the Dartmouth, Mass., public schools, has been appointed superintendent at Berlin, N. H., succeeding **Clare N. Pettit.** . . . **Lawrence H. Peyton** is the newly appointed president of the Staunton, Va., Military Academy, succeeding the late **Stephen D. Timberlake.** . . . **Benjamin C. Mills** has been appointed superintendent of the Hagerstown, Md., schools. . . . **John W. Condie,** state superintendent of public instruction for Idaho, has been made state high school supervisor in place of **Philip Soulen.** . . . **Winifred E. Bain** of Teachers College, Columbia University, has been named principal of the Wheelock School, Boston, Mass. . . . Dr. **James H. McCurdy,** for many years secretary of the American Physical Education Association and professor of physical education at Springfield, Mass., College, died recently. . . . **G. Edwin Waggener** of the Englewood, N. J., schools has been appointed associate professor of education at Baylor University, Waco, Texas. . . . **J. H. Clayborn** is the new president of Shorter College, North Little Rock, Ark., succeeding **G. A. Gregg** . . . . **John Lund** has been named senior specialist in the training of school administrators, U. S. Office

of Education, Washington. . . . **Ernest T. Smith,** acting president of the Central State Teachers College, Stevens Point, Wis., died on September 28 at the age of 61. . . . Gen. **Asa Leon Singleton** has been named superintendent of the Manlius School, Syracuse, N. Y., succeeding the late Col. **Guido F. Verbeck**. . . . **Virgil M. Hancher,** a Chicago attorney, has been appointed president of the State University of Iowa. . . . **Charles A. Beard** has been appointd professor of history at the Johns Hopkins University. . . . **Lester B. Sands** of the Palo Alto, Calif., public schools, has been named assistant professor of education at DePauw University, Greencastle, Ind. . . . **William W. Brickman** has been appointed to the faculty of the school of education, New York University. . . . **B. H. Story** has been named deputy state superintendent of schools for Texas. His successor as superintendent of the Runge, Texas, schools is **N. C. Smart** of McKinney, Texas. . . . **Samuel N. Stevens** of Northwestern University has been elected president of Grinnell, Iowa, College, succeeding **John S. Nollen**. . . . **I. F. Simmons** of the Jackson, Miss., public schools has been named professor of education at Mississippi College, Clinton. . . . **E. Y. Freeland** of Austin College, Sherman, Texas, has been appointed head of the department of education of Daniel Baker College, Brownwood, Texas. . . . **Arthur Keurst** is the new dean of men and **Elizabeth H. Carter** the new dean of women at the Western Illinois State Teachers College, Macomb. **A. A. Welck** has been appointed principal of Western Academy in connection with the college. . . . **William B. Ragan** has been appointed assistant professor of elementary education at the University of Oklahoma, Norman. . . . **Walter S. Kilpatrick** has been inaugurated as president of Cedarville, Ohio, College. He was a graduate of the college in the class of 1934. . . . **Nelson S. Walke,** head of the department of physical education and athletics at Oklahoma A. and M. College, Stillwater, has been appointed head of the Sargent College of Physical Education and director of physical education for men at Boston University, replacing **Ernst Hermann** who has retired as dean of Sargent College and **Frederick Rand Rogers**. . . . Rev. **Theodore H. Wilson** has been appointed president of the University of Baltimore. . . . **James C. Miller,** professor of educational administration at the University of Pennsylvania, died on September 30. . . . **Benjamin E. Mays,** dean of the school of religion, Howard University, has been named president of Morehouse College, Atlanta, Ga. . . . . **Franklin R. Zeran** of the Manitowoc, Wis., public schools has been named specialist in the occupational information and guidance

service, U. S. Office of Education. . . . . **George T. Walker** of the Southwestern Louisiana Institute, Lafayette, has been appointed state supervisor of commercial education for Louisiana. . . . **J. Graham Sullivan** of the faculty of the San Francisco Junior College has been appointed director of vocational education for the San Diego, Calif., schools, replacing **Harry A. Tiemann** who has returned to his position as director of vocational education, Colorado State Department of Education. . . . **Ivan C. Milhous** has been appointed head of the department of education and psychology at the Oregon College of Education, Monmouth. . . . **Stephen Epler** has been appointed dean of men and instructor in education at the Southern Oregon College of Education, Ashland. . . . **Charles W. Quaintance** has been named men's adviser and assistant professor of biology at Eastern Oregon College of Education, La Grande. . . . **Maude Garnett** has received the post of assistant professor of public school music at the University of Oregon, Eugene. . . . **Elmo N. Stevenson**, formerly on the faculty of the La Grande, Ore., College of Education, has been appointed professor of science education at Oregon State College, Corvallis. . . . **Verne Vincent Caldwell**, formerly professor of psychology at the Monmouth, Ore., College of Education, has been appointed director of general extension of the Oregon State System of Higher Education, with offices in Portland. He replaced **Alfred Powers**, who became dean of the division of creative writing and publishing in the Extension Division.

APPROPRIATIONS of $60,500,000 to be distributed by the U. S. Office of Education for vocational education and of $32,500,000 to the National Youth Administration for its work projects have been made by Congress and signed by President Roosevelt. Plans are well advanced for launching the four-fold program by which vocational schools, rural schools, high schools, universities, and colleges are called on to train more than 700,000 youths and adults as workers to speed up defense industries and government services. The four-fold plan embraces: (1) continuation of pre-employment refresher courses and supplementary courses for defense jobs in industry; (2) short courses in engineering colleges and universities to meet the shortage of engineers in fields essential to national defense; (3) training of rural and nonrural youth for national defense, particularly in mechanical occupations common to the farm but also basic to defense industry needs; and (4) vocational and related or necessary instruction for young people employed on work projects of the National Youth Administration. The act provides for the purchase, rental, or other ac-

quisition of new or used equipment for vocational schools when needed. Sums appropriated will be distributed by the U. S. Office of Education to the respective state boards for vocational education and to the colleges and universities.

ON October 3, Congressman P. L. Schwert of New York introduced in the House of Representatives an act (H.R. 10606) entitled "National Preparedness Act of 1940 for Health Education, Physical Education, and Recreation in Schools and School Camps." Primary purpose is "to assist in making adequate provisions for health education, physical education, and recreation in schools and school camps. . . . without federal control over educational policies of states and localities." For the first fiscal year ending June 30, 1941, $50,000,000 would be appropriated. This would increase $10,000,000 a year until 1946 after which $100,000,000 would be provided annually.

RETRACTIONS have been made for the statements contained in an article by O. K. Armstrong in the September, 1940, issue of the *American Legion Magazine* entitled "Treason in the Textbooks" which intimated that the publications of the Civic Education Service and *Scholastic* are un-American and objectionable for school use. Both Mr. Armstrong and the American Legion itself have made retractions. The article asserted that public schools are being infiltrated with pernicious propaganda in textbooks in which the capitalistic system is treated without proper reverence, the Founding Fathers are revealed to have been in many cases wealthy men, and in other ways American institutions, traditions, ideals, and morality are dragged in the dust. Books by Charles A Beard and George S. Counts were also included in the list of undesirable publications.

ACCORDING to press dispatches from Richmond, Va., six corporations and 39 individuals have been indicted by a federal grand jury in connection with the sale of school furniture in the southeastern United States. They are charged with price-fixing in violation of the Sherman anti-trust law. Those involved are said by the government to have sold more than 80 percent of the school furniture in the area during the past five years. The indictment states that the effect of the alleged conspiracy was to increase substantially prices of school furniture in Virginia, North Carolina, South Carolina, Tennessee, Alabama, and Georgia. The case will be brought to trial during December or January.

CUTS of a drastic measure have been made by the Toledo, Ohio, Board of Education in an effort to balance

the budget by 1942. It is hoped to save a total of $233,300 by eliminating kindergartens, increasing laboratory, evening-class, and school-building rental fees, and curtailing other services.

THE annual New York *Times* survey of enrolment in the colleges and universities of the nation indicates a .4 percent loss over the enrolment for 1939. Eastern and central colleges showed a 1.3 percent loss while western colleges showed a .1 percent gain and southern colleges had a gain of 1.7 percent. A total of 106 representative colleges were polled.

THE Michigan Education Association and the Detroit Teachers Association recently employed the Michigan Public Opinion Surveys, an independent organization using the Gallup technique, to measure public opinion on educational questions. In answer to the question, "Do you think the money spent for defense purposes should cut down the amount the state provides for schools?" 89 percent said "No," with only 11 percent saying "Yes." Eight percent had no opinion. To the question, "Are you, in general, satisfied with the way schools are being run?" 79 percent said "Yes," 21 percent said "No," and 9 percent failed to express an opinion. The third question asked was "Do you think the state should increase the money it gives for schools from $41,000,000 to $45,000,000?" Only 11 percent of those responding dodged the issue or had no opinion. Sixty-seven percent said that the amount should be increased while 33 percent said it should not. The associations feel that the poll indicates widespread interest in the maintenance of adequate financial support for the schools and that the public is satisfied with the way schools are run.

ALTHO reported favorably to the Senate by the Committee on Education and Labor, on April 3, 1939, the federal aid for education bill, which was introduced by Senator Elbert D. Thomas, has not been brought to the floor, in spite of several efforts of Senator Thomas to place it on the calendar. In the House of Representatives even less was done with the similar bill introduced by Rep. William H. Larrabee, for it was not even considered by the Committee on Education, to which it was referred.

NEW YORK City has established a no-failure policy with emphasis being placed on individualized instruction to compensate for differences in achievement.

DATES OF THE MONTH:

November 7-9, Conference of Food Service Directors, Detroit, Mich.

November 10-16, American Education Week.

November 11-13, National Association of Public School Boards, Chicago, Ill.

November 14-16, Southern Conference on Audio-Visual Education, Atlanta, Ga.

November 15-16, Child Study Association of America, New York City.

November 21-23, National Council of Teachers of English, Chicago, Ill.

November 21-23, National Council for the Social Studies, Syracuse, N. Y.

November 22-23, Central Association of Science and Mathematics Teachers, Cleveland, Ohio.

DATES OF THE COMING MONTHS:

December 4-6, Fourth School Broadcast Conference, Chicago, Ill.

December 13-15, State Directors of Vocational Education, San Francisco, Calif.

December 16-18, American Vocational Association, San Francisco, Calif.

December 26-27, American Student Health Association, Ann Arbor, Mich.

December 27-31, National Council of Geography Teachers, University, Louisiana.

December 30-January 1, National Council of Teachers of Mathematics, Baton Rouge, La.

February 13-15, American Camping Association, Washington, D. C.

February 19-22, National Vocational Guidance Conference, Atlantic City, N. J.

February 20-22, International Council for Exceptional Children, New York City.

February 22-27, American Association of School Administrators, Atlantic City, N. J.

February 27-March 1, American Association of Junior Colleges, Chicago, Ill.

March 26-29, North Central Association of Colleges and Secondary Schools, Chicago, Ill.

Special Subscription Rates

Special subscription rates are available on bulk orders of five or more magazines sent to one address. Many groups of teachers and students preparing to teach have found the special rate advantageous.

Write to the Business Manager, EDUCATION DIGEST, Box 100, Ann Arbor, Michigan, for full details.

Dr
for
be
sor

BACK COPIES WANTED

Issues of the EDUCATION DIGEST for October, *1936*, are urgently needed. Twenty cents will be paid for each copy received in good condition or subscribers may have their subscription extended for one month.

A CHRISTMAS SUGGESTION

A subscription to the EDUCATION DIGEST would be a most suitable gift for your professional friends. We will be glad to send a gift card to the person for whom you are subscribing so that it will reach its destination just before Christmas, or, if you prefer, we will send the card to you so that you may forward it to the recipient of the subscription.

GIFT SUBSCRIPTION ORDER BLANK

THE EDUCATION DIGEST, BOX 100, Ann Arbor, Michigan
Subscription rate $2.00 a year; Canadian and Foreign, $3.00.

Enclosed please find $..... Send the EDUCATION DIGEST for one year to:

Name .....

Street and No. .....

City and State .....

Name .....

Street and No. .....

City and State .....

Donor's Name .....

Address .....

AMERICAN EDUCATION WEEK

NOVEMBER 10-16, 1940

ENRICHING SPIRITUAL LIFE
Sunday, November 10

STRENGTHENING CIVIC LOYALTIES
Monday, November 11

FINANCING PUBLIC EDUCATION
Tuesday, November 12

EDUCATION FOR THE COMMON DEFENSE

DEVELOPING HUMAN RESOURCES
Wednesday, November 13

SAFEGUARDING NATURAL RESOURCES
Thursday, November 14

PERPETUATING INDIVIDUAL LIBERTIES
Friday, November 15

BUILDING ECONOMIC SECURITY
Saturday, November 16